

The Catholic School Journal

A Monthly Magazine of Educational Topics and School Methods

For the Grades, High School and College.

27th Year of Publication.

The Vision of the Cross



REV. HUGH F. BLUNT

Beneath the branching trees,
Against the April sky,
The Virgin Mary sees
The immolation nigh.

Oh, every twig's a cross,
And every cross the hilt
Of sword—O bitter loss!
Must HIS life-blood be spilt!

No marvel, trees, ye moan
And shiver in the dark,
That one of you must groan
Beneath His body stark.

No marvel, Mother dear,
The vision clouds thy joy,
To see the moment near
That crucifies thy Boy.

For soon His Tree will grow,
And soon His Tree will fall,
And soon the hammer's blow
Will echo to thy call.

Aye, soon when Thou wilt
stand
Upon the fated hill,
To take thy Jesus' hand
When Death has done its
will.

* * *

Oh, Mother, Queen of woes,
So stand beneath my tree,
When forth my spirit goes
To mount its Calvary.

IN THIS ISSUE:

Vocabulary Study in the Primary Grades The Children's Choice (Play)
Appreciation and Enjoyment of Nature Study in the Primary Grades

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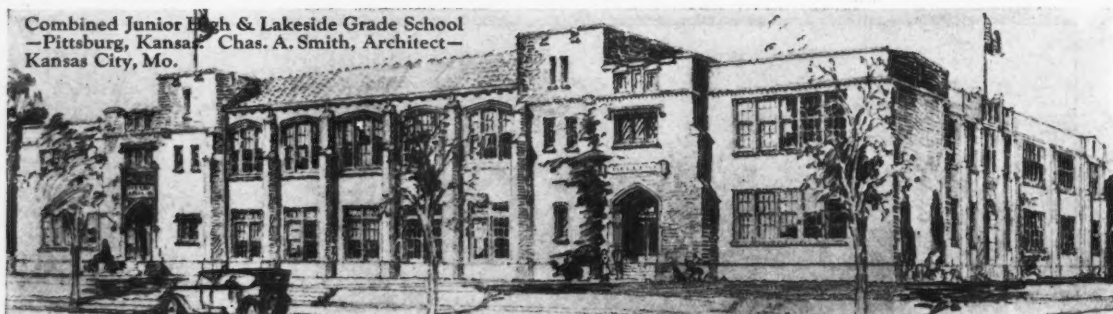
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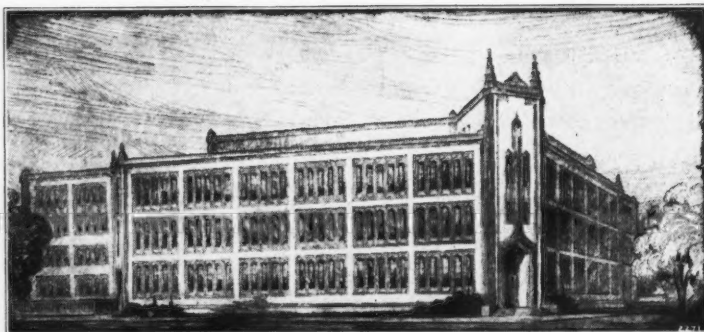
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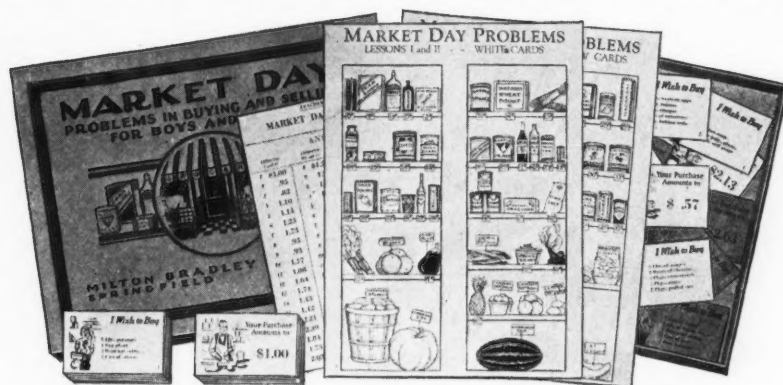
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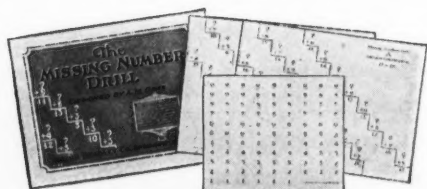


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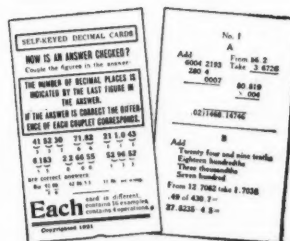
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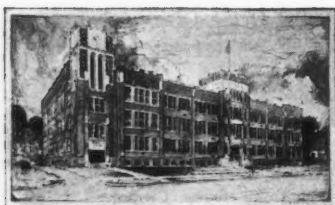
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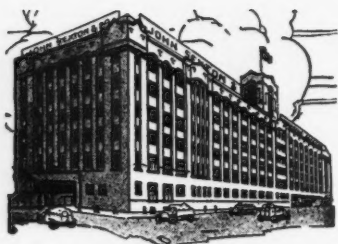
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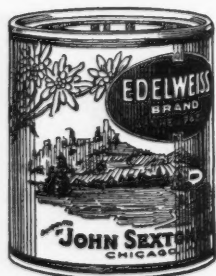
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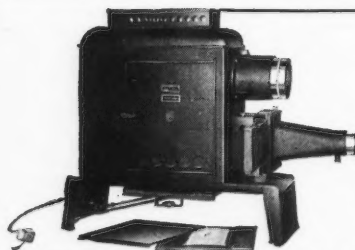
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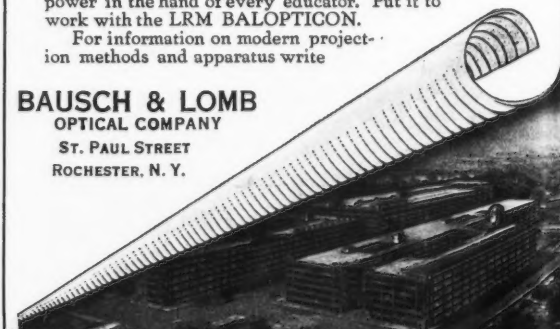
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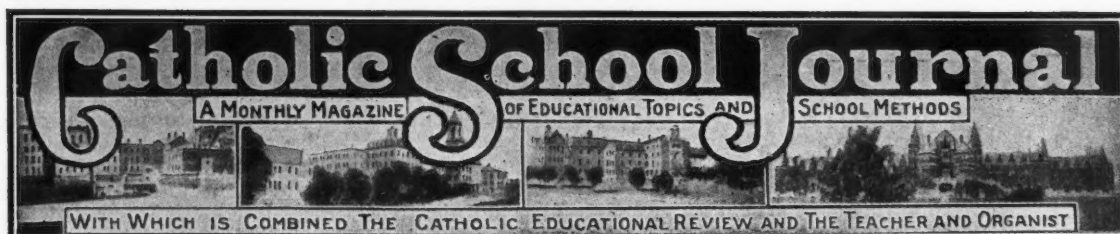
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Vol. XXVII, No. 10

MILWAUKEE, WIS., MARCH, 1928

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Current Educational Notes

By "Leslie Stanton," (A Religious Teacher)

NON-COMPETITIVE ATHLETICS FOR GIRLS.—Intercollegiate athletics with the element of competition eliminated—can they be made interesting and successful? Answer in the affirmative is made by students and faculty members who witnessed the experiment of Play Day at Brenau College, Gainesville, Georgia.

Girls representing ten different Southern colleges had accepted invitations to attend, having been chosen at their respective institutions as exponents of health, sportsmanship, leadership and ability. Participating in the programme were forty-five Brenau girls and fifty-five guests, from dwelling-places scattered among twenty-one different States, Washington, D. C., Canada and the Philippines.

There was no competition of college against college; there was no strife for points; there were no medals, but there were athletics of every kind, each visitor playing the kind of game she preferred.

The morning was given over to soccer, basketball, quoits, tennis, games, races, folk dancing and Spanish gymnastics. After lunch came the Play Day parade, hockey, baseball, tennis, volley-ball, swimming, canoeing and horseback riding. In the evening every one had part in the Kid Party and finally came the midnight feast and night spent at Camp Takeda.

A feature of the occasion was that studies were not intermitted to make way for sports. Every Brenau girl attended her regular classes. When she was not in class she reported at the field or rounded up her own group of guests. During their free hours the senior and junior physical education students took entire charge of providing equipment, enlisting referees, organizing teams and seeing that all guests were playing something they wanted to play. If swimming appealed most, there was a Brenau swimmer ready with her, "Come on in. The water is fine!" Or if a canoe looked inviting there was someone to shout, "Anyone who wants to go canoeing, come with me."

In planning and carrying out the details of this Play Day, two objects were borne in mind, one being to promote good fellowship, recreation and physical education among college women of the South; the other to prove that the spirit resulting from this kind of non-competitive athletics is as powerful as that which results from sending the star team of one college to compete with the star team of another.

Those who conducted the experiment declare themselves completely satisfied with its outcome.

A BLAST AT INTELLIGENCE TESTS.—Something like a sensation was created recently at a social gathering of eminent members of the teaching profession in New York City, when Dr. Frank McMurry, one of their number launched a challenge against the validity of intelligence tests.

He began by observing that when he arrived in New York many years ago he was greatly impressed by the New York State examination system. "I'm still greatly impressed by it," he continued, "for on the whole it's been abominable." Nor did he end here, but climaxed with the assertion that the existing system, bad as it is, is moving toward something worse. "The trouble is, he affirms, that only the mechanical phases of education can be tested by the examinations, psychological and other, so much in vogue today.

Dr. McMurry then went on to discuss "the human element in education," and to assert a need for opposition to "the growing and dangerous tendency toward impersonalizing—the tendency expressed by tests, tests and more tests."

He confessed that he himself could not write the answers to a typical list of questions which had been given to his own pupils in the Fourth, Fifth and Sixth grades. Such testing, he said, "brings education to a low level. It makes teachers bend their efforts toward the wrong kind of education."

Then he affirmed that the trouble comes from "an army of young Ph.D.'s, who have never taught children, framing up these tests and judging the efforts of teachers by them."

Concluding his snappy remarks, he observed: "We should test the testers and the tests. The human element still remains the biggest factor in the field of education. We must keep testing in its proper place, which is, after all, comparatively a small one."

Significant of a situation the importance of which can not be disguised is the circumstance that Dr. McMurry is by no means the only experienced educator holding the opinions to which he gave such candid utterance in an address to men who, like himself, are experienced and respected teachers.

READING THAT IS PERNICIOUS. — "The Use and Abuse of Literature" was the subject of a lecture recently delivered by John S. Sumner before the New York Society for the Suppression of Vice, in which, after decrying the evil influence exerted by the tabloid press, which he said he would like to

see abolished overnight, and of the swarm of modern novels which defy the requirements of decency, paid his disrespects to what he termed iconoclastic biographies. Mr. Sumner remarked:

"It seems to me that it's good for the school children of this country to have George Washington and other heroes painted as something more than ordinary men. They should represent the ideals of the nation."

The characters of Washington and other American worthies whom biographers heretofore have delighted to honor were deserving of the praise bestowed upon them by those whose contemporaneous accounts have been handed down for the information and inspiration of the generation now existing and generations that may follow. That these great men were not exempt from all human frailties everyone is aware. But it is not because of the respect in which they deviated from exalted standards of conduct—it is because of the extent to which they maintained those standards and performed great service to their country and to mankind—that their memory survives and is revered. The biographies which represent them as "something more than ordinary men" are true. The pretended biographies put forth by "muck-rakers" are for the most part false.

It is a vile trade to seek gain by detraction of the illustrious dead. The works of writers who engage in this infamy are not literature in the rightful meaning of that word, and deserve to be classed as the lecturer cited classed them, with the putrid output of yellow journalism and that school of fiction which pollutes the minds of its readers. All writings of this description should be kept out of the hands of the young. They will not be read or countenanced by older people who have attained to refined judgment and good taste.

SIEBERT UNIVERSAL COUNTERS.—Schools putting in equipment for supplying lunches are interested in the latest offering for this purpose. The Siebert Universal Counter is an all-metal counter built of panels and cross sections, which can be shipped, knocked down and set up with the help of a screw driver and a pair of pliers. It can be decorated over the raw metal or with special paneling material. A small sketch accompanies each counter, and the counter is readily erected by following the sketch. After sections have been bolted together and pilasters and moldings put in place the counter is completed in every respect. This is because front panel, shelves and upright are all the same material and thickness. All incidentals, as drawers, bins, etc., can be easily installed by using wood screws, without any machining. The "excelomet" surface makes a beautiful finish when sprayed with one coat of Duco in any of several standard colors. Other finishes include white or colored Sani Onyx, porcelain, enameled steel in white and colors, hammered copper, plate glass, rubber or linoleum. Universal counters can be furnished with any top, but Sani Onyx or rubber are generally preferred. The Sani Products Company is the exclusive selling agent for the new Siebert factory. This is the only factory devoted exclusively to the production of counters. It offers a better counter at a lower price than others are obliged to charge for an inferior one.

LIBRARIANS AS TEACHERS.—The fundamental purpose of the library, in our country, is the extension of education to all the people—to those outside of the schools as well as to pupils desiring to secure a more brilliant light on the subjects of their study than can be obtained from the ordinary textbooks. Arguing to this effect, at a recent dinner in Chicago of persons interested in library work, Dean William F. Russell, of the Teachers College at Columbia University, paid the following tribute to librarians as teachers:

"It is plain to be seen that the way our librarian works in the library, with the people coming to him with their problems; making diagnosis of their mental condition, making an educational prescription for the remedy of that condition—is directly in accord, not only with the educational practices that have come down through the ages, but in accord with our best guess as to what true educational practice will be like."

For students of the earnest type, who are gifted intellectually beyond the average, and anxious to learn as much as possible in as short a time as possible, the opportunity afforded by the library is of inestimable value. Not a few are the high school youths who by making the most of a library, which happened to be at hand, have attained a cultural status equaling that of college students several years their seniors. To individuals thirsting for knowledge but denied the advantage of formal schooling beyond the elementary stage, the library often has furnished means of higher education. With trained librarians in charge, it will be more efficacious in this direction hereafter than it has been in the past.

TOO MANY QUESTIONNAIRES?—All over the country, for several years past, there have been attempts by devotees of the modern psychology to gain deep insight into the interior workings of the student mind by means of questionnaires submitted to pupils. When the questionnaires, their blank spaces filled with answers, are returned to those responsible for their issue, the answers are carefully tabulated. Then follow calculations of percentages, for the purpose of discovering what proportion of the young people are inclined in this direction and what in that. Finally a thesis is written, to which, in certain circles, importance is sure to be attributed because of the fact that its conclusions are "based on statistics."

Recently the New York Times gave nearly half a column of its space to a recapitulation of answers to a questionnaire which was sent to pupils in the public schools of one of the smaller cities in the State of New York. Here are the questions that were asked:

What business or profession would you like to enter?
Do you expect to finish high school?
Do you like school?
How many books have you read during the past year?
What do you dislike most in school?
What do you like most outside of school?
What do you dislike most outside of school?
What is the biggest problem you are facing now?

To these questions some of the pupils no doubt undertook to return matter-of-fact answers; but others apparently essayed to be epigrammatic or amusing, while a considerable number seemingly gave little thought to the subject, concerning themselves with jotting down the first reply that came into their heads. Here were the answers to the question, "What do you dislike most in school?" Latin, mathematics, English, biology, history, foreign languages, certain teachers, last-period study hall; detention after school, restraint. The things outside of school that were reported as most liked were, in the order named: Sports, reading, music, dances, hunting, movies, pool, basketball, socials and parties, amusements, touring, church work, hockey, farming, tennis, play, football, hikes, books, sewing, trapping.

It is not intended here to go through the list, but enough has been submitted to indicate that the contribution to the world's wisdom as a result of this questionnaire is hardly likely to be equal to the value of the paper which was used in putting out the questions and securing the replies.

Are not many questionnaires conducted in schools a waste of time and money?

Vocabulary Study in the Primary Grades

By Sister Mary Henry, O.S.D.

SINCE the publication of THE TEACHER'S WORD BOOK by Dr. Edward L. Thorndike in 1921 there has been increasing interest in vocabulary studies. Dr. Thorndike was aware of the deficiencies of his list. He offered it as "a help to all teachers in estimating the commonness and importance of words. In his instructions to the teacher who uses the book he says:

"The conscientious and thoughtful teacher now spends much time and thought in deciding what pedagogical treatment to use in case of the words that offer difficulty to pupils. If she is teaching reading she finds, according to Miller, over nine thousand words (this number includes, however, many derived forms) used in standard Third Readers. Many of these probably should not be taught at all in that grade; others should be explained at the time to serve the purpose of the story, but then left to their fate; others should be thoroughly taught and reviewed. This Word Book helps the teacher to decide quickly which treatment is appropriate by telling her just how important any word is. . . .

"A second practical service of the Word Book is to provide the less experienced teacher with that knowledge both of the importance of words and of their difficulty which the expert teacher has acquired by years of experience with pupils and with books. The beginner at teaching may profitably take the words in any lesson and try to judge how important each is, checking her estimates by the facts of the Word Book. She can thus obtain by a few hours of easy study what would have required months of difficult learning by class-room experimentation; and the experiences of the class-room will be made much more instructive to her."

Dr. Thorndike then goes on to say that it would be well for each teacher to keep her own word list to supplement that which he offers. He notes the shifting value of words of local importance, such as *subway* and *elevated*.

Of one difficulty which is presented by the list he takes no note. For instance: *a* and *Aaron*, at the beginning of the list have a definite, unalterable meaning, but the third word, *abandon* leaves us in a quandary. Is *abandon* a verb or is it a noun, or have both meanings been combined because of the identical spelling? There is nothing to indicate this.

One of the most useful lists for the primary teacher is that which was published in the Twenty-fourth Yearbook, Part I, of the National Society for the Study of Education, 1925, pp. 186 and following. Doubtless there are errors in this list. It seems strange that "cap" is listed while "hat" is not. The prevalence of the fashion of using the former is hardly sufficient excuse for the omission of the latter. But on the whole it is a remarkably satisfying list.

The Kircher list, which also appeared in the Twenty-fourth Yearbook, is not so valuable, because it is based on readers which appeared before 1925. The words "buttercup", "mamma" and "blacksmith" hark back to the time when teachers were still permitting decorations of falling leaves and

showers of violets to invade the type area of primers, and to cause discomfort to many small readers.

In 1926 Dr. Arthur I. Gates published A READING VOCABULARY FOR THE PRIMARY GRADES. This list is based on the findings of Thorndike, Moore, Packer and Horn. The author realized the need for determining word meanings, and lists all words under the different parts of speech. Undoubtedly this is the most useful of the lists now available.

Dr. Edward W. Dolch in READING AND WORD MEANINGS brings out many interesting facts concerning the relation of meaning to use and relation of frequency to value. In *Childish and Permanent Values in Curriculum Making*, which appeared in the April 1927, Chicago Schools Journal, Dr. Horn raises the question of word value: "Can one justify teaching to a first-grade child a word which is among the 500 words most frequently used by him but which does not occur in the basic adult list, while at the same time omitting a word which is as often or even more often needed by the child in his present life and is also of permanent value? Keeping in mind that the number of words which can be taught in Grade One is limited, shall one teach *squirrel* while omitting *mother*?"

This question of Dr. Horn's leads directly into the problem which confronts the Catholic teacher: Does the vocabulary of the Catholic child differ materially from that of the child who is not receiving definite religious training, and should the teacher be aware of this special vocabulary and attempt to guide it scientifically? The answer is most certainly in the affirmative, and many teachers are attempting to do this very thing.

In a primary reading class at the 1927 summer session of the Saint Paul Diocesan Teachers College, Saint Paul, Minnesota, a working list of words intended to supplement the standard lists was begun. The word "angel" does not appear in the Gates list. Certainly it is one of the first words learned by a Catholic child, and it is one most frequently used. This case is typical of many others. The study which is here offered was intended to intensify the realization by the Sisters of the need for a more careful check of words not included in standard lists. Undoubtedly there are many discrepancies in the list. There was not even general agreement among the smallest groups concerning the relative value of many of the words. The writer disagrees quite thoroughly with the judgment shown in many instances. The study is offered, however, as a working basis for future reference and research. The words were chosen on the basis of utility, interest and relative difficulty.

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- Gates, Arthur I., *A Reading Vocabulary for The Primary Grades*, Bureau of Publications, Teachers' College, Columbia University, 1926.

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A CATHOLIC VOCABULARY FOR THE PRIMARY GRADES

Purpose. The purpose of this study was to secure a list of words which form a part of the Catholic child's vocabulary and which are not included in any standard list. The list represents the combined judgment of twenty primary teachers.

Method. Three kindergarten teachers worked out the pre-school list and submitted it to the entire group, who criticized and revised it. Twenty-five words were chosen from the list and evaluated arbitrarily.

Seven first-grade teachers worked out the first-grade list, and submitted it to the criticism and revision of the entire group. Seventy-one words were chosen and evaluated.

Six second-grade teachers worked out the second-grade list, from which forty-seven words were chosen and evaluated.

Four third-grade teachers worked out the third-grade list, from which the entire group chose one hundred eight words and evaluated them.

Result. A list of 251 words was thus secured.

Value. The teachers making the study have the beginning of a reliable list of religious words for use in charts and incidental reading. They are also awake to the realization of the magnitude of the spoken vocabulary of the primary child in the parish schools. The permanent value of the list will depend on the use made of it.

NOTE: The lists were checked against the Thorndike, Horn-Packer, Kircher and Gates Vocabulary lists. No word included in these lists at this level were used.

Because of the scarcity of religious selections in readers, the vocabularies of readers were not analyzed.

Pre-School List

- | | |
|-----------|---------------|
| 1 God | 14 Holy Ghost |
| 2 Jesus | 15 Son |
| 3 Mary | 16 Lord |
| 4 Joseph | 17 Blessed |
| 5 angel | 18 Catholic |
| 6 Heaven | 19 Mass |
| 7 pray | 20 candle |
| 8 cross | 21 bright |
| 9 kneel | 22 died |
| 10 prayer | 23 nail |
| 11 bless | 24 Christ |
| 12 church | 25 world |
| 13 amen | |

First Grade List

- | | |
|----------------------|------------------|
| 1 crucifix | 37 Annunciation |
| 2 Guardian angel | 38 medal |
| 3 statue | 39 vigil-light |
| 4 rosary | 40 month |
| 5 Adam | 41 Gabriel |
| 6 Eve | 42 Lent |
| 7 sign | 43 Jews |
| 8 visit | 44 pastor |
| 9 soul | 45 confession |
| 10 body | 46 receive |
| 11 saint | 47 Communion |
| 12 priest | 48 apostle |
| 13 holy | 49 Last Supper |
| 14 feast | 50 Ash Wednesday |
| 15 genuflect | 51 Calvary |
| 16 sorry | 52 Ascension |
| 17 altar | 53 Good Friday |
| 18 tabernacle | 54 chalice |
| 19 Blessed Sacrament | 55 Host |
| 20 collection | 56 forgive |
| 21 parish | 57 procession |
| 22 pew | 58 Benediction |
| 23 Baptism | 59 steal |
| 24 born | 60 lie |
| 25 Bethlehem | 61 Hail |
| 26 hymn | 62 grace |
| 27 font | 63 devotions |
| 28 ark | 64 preach |
| 29 dove | 65 Stations |
| 30 Queen | 66 gifts |
| 31 dream | 67 Palm Sunday |
| 32 crib | 68 fast |

- | |
|--------------|
| 33 manger |
| 34 family |
| 35 Infant |
| 36 Jerusalem |

- | |
|-----------------|
| 69 shepherd |
| 70 confessional |
| 71 consecration |

Second Grade List

- | | |
|--------------------------|---------------|
| 1 Almighty | 25 aisle |
| 2 Creator | 26 bishop |
| 3 creature | 27 Bible |
| 4 parent | 28 act |
| 5 Trinity | 29 agony |
| 6 High Mass | 30 Nazareth |
| 7 Low Mass | 31 Magi |
| 8 Hosts | 32 Herod |
| 9 consecrated | 33 message |
| 10 Immaculate Conception | 34 thorns |
| 11 gospel | 35 Judas |
| 12 catechism | 36 Egypt |
| 13 baptize | 37 Advent |
| 14 Christian | 38 judge |
| 15 creed | 39 absolution |
| 16 crucify | 40 chapel |
| 17 disobey | 41 charity |
| 18 Cain | 42 cathedral |
| 19 Abel | 43 Candlemas |
| 20 actual | 44 Cana |
| 21 mortal | 45 deed |
| 22 venial | 46 glory |
| 23 original | 47 announced |
| 24 anger | |

Third Grade List

- | | |
|------------------|-----------------------|
| 1 alb | 55 mission |
| 2 Angelus | 56 image |
| 3 epistle | 57 miracle |
| 4 Elevation | 58 merit |
| 5 offer | 59 martyr |
| 6 vestment | 60 manna |
| 7 cassock | 61 mystery |
| 8 commandment | 62 imitate |
| 9 paten | 63 tempt |
| 10 Redeemer | 64 parable |
| 11 commemoration | 65 Old Testament |
| 12 passion | 66 New Testament |
| 13 Pilate | 67 myrrh |
| 14 intention | 68 sepulchre |
| 15 sacrifice | 69 immortal |
| 16 sanctuary | 70 instruct |
| 17 Sanctus | 71 conceal |
| 18 Agnus Dei | 72 honor |
| 19 congregation | 73 satisfy |
| 20 archangel | 74 guilt |
| 21 assist | 75 Galilee |
| 22 Eternity | 76 flesh |
| 23 Incarnation | 77 betray |
| 24 patron | 78 contribute |
| 25 piety | 79 Hebrew |
| 26 presence | 80 lawful |
| 27 reverence | 81 invisible |
| 28 Sabbath | 82 Satan |
| 29 incense | 83 fervent |
| 30 Confiteor | 84 deceive |
| 31 litany | 85 distinct |
| 32 innocence | 86 Beatitude |
| 33 institute | 87 canonize |
| 34 Infinite | 88 capital |
| 35 oil | 89 contrite |
| 36 Confirmation | 90 convert |
| 37 anoint | 91 alleluia |
| 38 archbishop | 92 grotto |
| 39 equal | 93 heathen |
| 40 ascend | 94 pagan |
| 41 descend | 95 leper |
| 42 conduct | 96 irreverent |
| 43 Assumption | 97 Roman Catholic |
| 44 forbid | 98 Protestant |
| 45 heirs | 99 holocaust |
| 46 avoid | 100 hallow |
| 47 amend | 101 Faithful Departed |
| 48 desire | 102 deliberate |
| 49 administer | 103 covet |
| 50 abstain | 104 apologize |
| 51 obligation | 105 servile |
| 52 scourge | 106 ordain |
| 53 Olivet | 107 evangelist |
| 54 Mount | 108 inclination |

Appreciation and Enjoyment of Nature Study in the Primary Grades

By Sister Mary Ascensia, O.S.U.

THE trend of intellectual activity at the present day is a process of inquiry as to the proper methods of pedagogy. Curricula-making involves the closest study of the subjects to be embraced, while the methods of proper teaching are being scientifically investigated. Geography, recognized at its true dignity as a science, is given a due measure of careful thought. The progressive teacher presents the subject as a science, questions herself on its value and her reasons for teaching it, and seeks out the best methods of successful presentation.

Results and accomplishments of good teaching are no longer measured by the student's skill in bounding nations and states, or in locating towns whose importance is nil in the industrial or social development of a country. Geography aims now at the grasping of subjects in their natural relation; at giving a better understanding of and respect for the various peoples who have come to live with us; at trying to discover the reasons for the development of the different types of civilization in the different parts of the world; at showing the great need of conserving the world's human and material resources; at acquiring an intelligent understanding of the interdependence of nations today with instant communication and rapid travel.

This broader growth in the knowledge of the great wide world begins its development in the third grade child, but has a precedent in work of the first two years of school. It is in these beginning years, when the child's plastic fancy is attuned to and responds with child-like artlessness to the beautiful world about, that the foundation is laid for a later intellectual grasp and appreciation of geography content. By responding to those qualities of childhood, activity, freshness and spontaneity, the primary teacher, utilizing the forces that make for interesting purposeful nature study, prepares the child mind for the later thoughtful comparison, challenging and evaluation of facts in the geographical world.

Nature study has been defined as "the learning in nature of those things that are the best worth knowing to the end of doing those things that make life most worth living." In nature study as in every other science, the aims and objective must be clearly evident to the teacher's mind that her procedure be not an aimless one, but a conscientious striving to attain a definite goal, for the heart of education is purpose. The realization may be there that however broad is the horizon of observation of both teacher and class, nevertheless, because of the very vastness of the subject, there must be a legion of facts still untouched and unobserved. However, the one dominating objective of nature study, to which all others must yield precedence, is the knowledge of nature which leads to nature's God, Who is the prime end of all Christian education.

The aesthetic aim of nature study is of great importance. Beauty has of itself a message to give. By its own force of expression it may cause the eye to

sparkle, the step to become more elastic, and simultaneously safeguard against idleness and waste of time. Further, beauty gives joy, a valuable asset which every teacher should appreciate. Both psychologically and pedagogically speaking, without that spirit of joy permeating the classroom with its uplifting influence, there can be no successful teaching. Joy enkindles the love of something worthy and ennobling which is a passport the world over. Vision is its companion, which unfolds the secrets of closed years, and peers forward into the future. Joy and vision are the two keywords which reveal the treasures of God's wide world, and utilize the powers of hands, feet, eyes, ears, mind and soul of the child even at the tender age of six, to turn Godward his small vision as his activities carry him further and further in his investigation. On the part of the teacher, her own vision and knowledge of nature must be quickened by a deep faith that she may more intelligently and sympathetically mould the child mind, and more truly interpret for him not only the world about, but his own proper relations with the Creator, creatures and civilization. Guided by right ideas, he may go from earth to heaven from nature to God.

Nature study is in its content vast and far-reaching, broadening in its sphere as the child's mind unfolds and searches out its secrets. Although its ideals lie more or less in the field of the abstract, they must be brought into play in the presentation of the concrete subject-matter which makes up the content of nature study in the primary grades. From early infancy onward, the child normally observes the world about him without thought of learning, reacting to the presence of environment. As he goes through life he looks, but does he *see*? To this must the child be trained, with eyes wide open to the seasons' varied beauties, all senses keen to nature's wondrous endowments. Much of the so-called nature study in the schools ignores this principle and denies to the child the freedom to see for himself and be a participant at times in actual experience with concrete objects.

The actual content of primary nature study offers a variety of phases. The study of trees is of special interest because of plentiful opportunities for observation. The general form of the tree, an appreciation of the variety of its colored foliage, the use of trees for shade, fruit and as wind-breaks, the appearance of the tree as affected by seasonal changes,—all these furnish an abundance of material that can make nature study of interest to the child. To supply an actual experience, sponges may be dipped in colored water, torn into tree shapes and placed on cardboard stands; leaves picked from the trees can be mounted and preserved in booklet form.

Closely allied to this phase, is the cultivation of bird friends, which never ceases to be a source of spontaneous joy to the child. Aided by direction on the part of the teacher, the child becomes a staunch protector of the native and migratory birds. He

will defend them from nest thievery, supply shallow basins, food shelves and bird houses for their use, and, by depriving his pet cat of meat, train it not to seek birds for its food. The teacher is the chief participant in this bird study as well as its director. If she is energetic she will have at hand numerous aids to stimulate interest, for example, the making of bird posters, the construction of bird houses, the use of the victrola to produce the various bird songs, the presentation of bird pictures and that ever-fascinating medium of story-telling. There are few children to whom that charming tale, "The Birds of Killingworth," or the story, "Who Took the Bird's Nest?" would not make there appeal.

The use of this bird study as an ethical lesson tends to the development in the child's consciousness of the essential elements of the home in their simplest form, —father, mother and little ones. It presents the self-sacrificing courage of the parents in braving the chilly days of spring and flying long distances to build a nest for their little ones. Love is the dominating element throughout, — love in building the home and in caring for the little fledglings. The comparison between the home of the bird and the child's 'nest' of mother's arms and father's care intensifies the child's appreciation of home. In this feature of nature work, dramatization plays a most helpful part by providing actual experience, encouraging creative thinking and stimulating the imagination.

Through pets the child is naturally introduced to animal life. There is a personal appeal made to the child in having pet stories. The children themselves are ever eager to relate little incidents about their own pets, how they care for them, what joy they experience in their play with them. An additional enjoyment is afforded by "My Donkey" and "To Pussy White and Dog" by Charles Keeler.

The study of plant life in general tends to develop some sense of civic responsibility towards making the home and school surroundings more beautiful, towards the conservation of wild life and forestry, and to provide a source of pleasure, and enjoyment. On a small scale this sense can be cultivated in the little children. By actual experience with well-known plants, the roots, seeds, leaves, fiber, flowers and fruit can be studied. The various uses of the plant and its parts by man, and the improvements made by man's experiments are also of importance. The plant has its friends, the air, food, light and warmth, the ants that stir up the soil, the insects that carry pollen; likewise, its foes, harmful birds, the hawk, the blue-jay, the English sparrow. By a little gardening project at home or at school, the plant can be cultivated, and its growth and development studied. This project should emphasize the importance of training the children in a happy, wholesome use of their leisure time from the beginning of their school lives.

A little study of the wind has its place in nature work. Stories of the wind, pictures illustrating its activity in the simple drying of the clothes on wash-day and in the great grinding power of the wind-mill, will aid in concentrating the interest of the child. The clouds, too, have a story of their own to tell by their varying shapes and fantastic forms. By watching their flight across the vast expanse of sky, the children are encouraged and impelled to creative

and individual thought. Simple facts about the stars, the north star, the great dipper, and their influence will awaken interest in the observation of the bodies of the firmament.

To round out the nature work of the year a project of a farm will furnish a general review. This can be successfully done by a sand-table project. The various problems, as where the orchard should be located; where the garden, the chicken-yard, the pig-pen, the field for grain, the pasture, the meadow-land, the creek and the roadway should be placed, will fix in the child's mind the relationship between the different parts of the farm.

Creative thinking was hinted at above. This undoubtedly has its place in nature study in the beginning years of school. Dramatization and versification develop this power along with that keen alertness of observation that will make the child really see as he looks. Versification can be developed by a "Guess Who" test to be organized by the children, each verse telling just enough about a bird to portray that one bird. The following little verses are some examples of what has been achieved by first and second graders:

"Oh, birdie dear, your song is good to hear,
As from the ground your notes go round."

—Meadow-lark.

"A flash of red, a dash of white,
A bird of black flew into sight."

—Red-headed woodpecker.

"Although I am a he, my name is always she.
I cannot sing a note, I always learn by rote."

—Poll-parrot.

In connection with the study of pets the following exemplifies the results of a little practice in this encouragement of creative thinking:

"My dog is white; he does not bite,
He goes with me, you see."

By work such as this, self-expression and individual thinking are developed all through the study of nature work in its various phases.

At the close of the year's work the teacher might ask herself the question: "What have I attained by my endeavors in nature study?" Nature study has its attainments, and if thoughtfully and energetically presented, the above question will offer no difficulty. Nature study should awaken in the child the power of observation and the spirit of sympathy. It should inculcate aspirations that soar to a respect and love of God's gifts, and breed continuous joy. By nature study is revealed the glory of God's creation, adding to the child's wealth of heaven-tinted ideas, which will enable him in later years of development to say more truly, "How wonderful are Thy works, O Lord!" What are "the crystalline purity of the snowflake, the vesper flush of the autumn evening, the benediction of sunrise, the red agony of sunset" but types and figures of the all-powerful Creator! God's handiwork in its simplest form is empowered to raise to heights sublime an appreciative and sympathetic mind. So attuned was the intellect of that Oxford essayist, who, when asked to write an essay on water, presented but one line, brief, yet perfect in simplicity and poetic beauty, referring to the miracle at Cana:

"Aqua lymphida Deum videt, et erubuit."

"The modest water saw its God and blushed."

THE PSYCHOLOGY OF ADOLESCENCE

By Katherine McCarthy, M.A., Ph.D.

(Concluded from February Issue)

IN TAKING up the study of the psychology of adolescence we ought to keep forward in consciousness the fact that, break down conventions as we will, the sex life of man is by nature and custom vastly different from that of woman. He is the hunter, she should be pursued. No man ever understands woman, and no woman man. If reproduction were dependent upon the normal woman, the race would not multiply very fast. The process of minimizing these differences so as to make it possible for man and woman to live together harmoniously is imperfectly known, judging from the number of apparently unhappy married people. Freud and his school would have us believe that all neuroses and mental aberrations can be traced back to complexes which in last analysis have a sex basis. This is perhaps going too far, but we are safe in saying that nine-tenths of the problems psychiatrists have to deal with are problems of sex.

It is important for us to remember also that temptations are thrown in the way of the adolescent boy and girl. The sex instinct, as we said above, outruns in its intensity every other passion, and yet it seems quite impossible in modern life to keep the boy and the girl from being stimulated through the movie, the play, the press, and the dance. But we know that every impression tends towards expression. Besides, we are often told, and there seems to be evidence in favor of the assertion, there is danger cast in the way of boys by girls themselves. A summer or two ago, Dean Russell addressing a group of several hundred deans and advisers of women at Columbia University said, "A college boy cannot walk from 120th to 130th Street without being preyed upon by soliciting women." That was New York, of course, but the situation is duplicated in miniature in smaller cities. It would seem that even good women make use unduly of their sex charms in their mode of dress and often by the general feminine appeal. They may or may not do this consciously but they are certainly playing with fire. In regard to the social dance, it has become a custom, and it is apt to stand. When we look into the history of the dance, we find that originally it was a ceremonial function; religion and war were its motives. Only with the past century did it become the social or inter-sex affair it is today. No people until very recently permitted man and woman to come in such close contact in the dance. To the girl for the most part the dance is only a form of expression of rhythmic impulses and also a form of gratification of her impulse to please, to be pleased, and to appear well; to the boy the dance means something very different. It is seldom that a boy indulges in the dance, particularly if he be a boy in early or late adolescence, that sex does not feature as a prime motive, provided his instinctive life is normal. Let us look at facts as they are. When young girls meet in a home, one of the popular means of diversion is dancing, girl with girl. Anyone who has attended convent boarding schools is a witness of the fact that one of the most popular of recreations is the evening spent in dancing. In colleges for boys we do not find a recurrence of this

phenomenon. Boys do not dance with boys, except, indeed, when they are learning some new dance and no girl is at hand.

Since the sex urge is so general in adolescence, what can we do to make it sweet and safe? In the first place, we know that it is impossible to play in the mud without becoming contaminated. If we can only get what we call in psychology fixation of right attitude in our growing boys and girls, the boy and the girl will both adjust normally as soon as the tide of awakened emotional activity has had time to settle back. Meanwhile, games and sports are splendid for boys; they go back further than simply physical development. Lighter physical exercise, hikes, etc., are splendid for girls. Then there is assuredly a grip in religion that will help far along the way, if there is not undue pressure brought to bear in this matter but rather tactful persuasion, and if the atmosphere of the home is unobtrusively religious. At this stage of development the boy should never have the warm, emotional sympathy of a woman and never should a woman unnecessarily touch a growing boy. It would be too pathological to go into the reasons for this injunction, but case histories of neurotics indicate clearly the harm that can be done. While the girl who uses the sex appeal in language, in dress, or in looks is using a low influence over the boy, the good girl has the greatest influence for good in this matter of all agencies outside the church and the right kind of mother. The girl who shows the boy just where he must stop is the best trainer of the boy. But if the girl disregards the fact that it is feminine to be sought, masculine to seek, we need not be surprised if young men overstep the bounds of propriety. It doesn't pay for a girl to make a sex appeal, and a real boy really in love will sacrifice his passion to protect the person loved.

To summarize, let us say briefly that the child who is taught control of thoughts of anger, spite, greediness, stinginess, will readily apply the concept "wrong" to sex thoughts. The habit of thought control will naturally spread over the sex field, but control of thought is one-half the battle. If the idea "All sinful or anti-social thoughts put aside" is imprinted on the mind and develops into habit, one-half the battle is won. Then keep the boy and girl busy at something; it is not the boy who goes out and gets into a good fight that we need fear most, but the moping quiet, listless boy. Need I remind my readers that it is positively harmful to be repressive and needlessly authoritative; it is equally or even more harmful to coddle and protect children, to wait on them and to try to shield them from every blast, material and other. A boy and a girl who have not been trained to shoulder responsibility during adolescence will be subjects for inferiority complexes later when the protecting hand of father and mother have been removed. Case histories of psychotic women especially show this, but the same is true of men. The boy who during adolescence is coddled and fondled and protected by adoring parents, the boy who had his every want satisfied before it is expressed, will not be able to cope with the exactness of the business and commercial world, no matter what capital stock father and mother place to his credit. The girl who is shielded unduly from every blast, flies to the pro-

tecting arms of her parents when the stern realities of keeping up a house on the limited salary of a professional husband, and bearing and rearing children, face her. We have spoken above of active play or athletics; we repeat here, let the adolescent boy and girl play, keep them busy at anything short of sin, do not complain of the dirt they leave round the house when they play games, and keep pets, and build up machinery and "near" machinery. Of course, train them to bear some of the responsibility of keeping things tidy, but the house is for the children and not the children for the house. Every play drains off emotional energy; the more we can drain away from potential sex-outlets into actual non-sex outlets the better. Next, a spirit of courtesy and chivalry should be developed. Social mingling of boys and girls, properly but unostentatiously chaperoned, will tend to develop mutual consideration. A boy will not take liberties with his chum's sister in her own home where he is a guest, but he might with another girl in a public dance hall or ball room.

It is difficult to make one's way through the maze of roads that loom up when one speaks of the psychology of adolescence. We would add one more word in reference to sex instruction proper. This is a delicate subject, and it is one that has on the whole been handled very indelicately or it has been tabooed. Most of us have received our first sex instruction in a very fortuitous way, and this fact, and the word of others, mostly those whose lack of adequate instruction has brought disastrous consequences, prompts students of this subject to give the advice — answer your child's questions candidly when he inquires, "Where did baby sister come from?" Most children know at an early age that a chick comes from an egg. It is easy or comparatively easy to tell the child in a simple way in response to her inquiry that she grew in her mother until she was grown enough to live outside, just as the chick grows in the egg until it is able to live outside. Many better examples can be thought of, drawn from nature. By giving a simple and truthful reply the child is satisfied and will come to mother again when a further difficulty arises in regard to this matter. If the child is told the stork story, or is told, "Nice children do not ask such questions," he will get his information elsewhere, and forever after he knows this is a subject he must not take to his mother. It closes the doors of confidence and makes something which is essentially holy take on a very unholy cast in the eyes of the child. There is still another side to the question. A child badly informed and emotionally not very passionate is apt to develop such a dislike and abhorrence for marriage as a possibility that he develops, or more often she develops, a psychoses peculiar to adolescent boys and girls, usually occurring first before the age of eighteen and known to psychiatrists as dementia precox. It is a form of mental unbalance that is most sure to recur in after life, and its beginnings are always traceable to poor adjustment to life as it is and as it must be faced.

In presenting this subject we have taken for granted very many things. We have hence omitted any reference to divine grace both as assisting and preventing. We have taken it for granted that the efficacy of prayer and the sacraments is well known.

We have omitted also any discussion of the value of harmonious home environment. In the case of many of the mental disturbances which we have encountered, while they were due primarily, of course, to inheritance, often the immediate cause was lack of harmony in the home-relations of father and mother. The most potent factor in normal, healthy, adolescent development, with reverential anticipation of future homes of their own, is the example of a happy home. Many girls especially, as we indicated above, have developed pronounced fear of the responsibilities of the married state, either through vicious presentation of its relations by irresponsible servants and base-minded older playmates, or through the example of veiled, perhaps, but well understood conjugal infelicity in the home.

In conclusion, we would like to cite some case-histories that have come under our notice. We venture, instead, just one further word of advice—let us give our boys and girls a fighting chance, at least, to be pure minded, earnest, builders of permanent future homes. Talk with them truthfully; guard and watch them, unnoticed; welcome their friends to your home; furnish them with abundance of opportunity for clean, pure athletic and other exercises—just the kind they want—pray for them during the stress and strain of adolescent years, be confident and surely all will be well.

Judge Hoyt, of the Children's Court of New York, in the closing chapter of his "Quicksands of Youth", which every parent would read with both pleasure and profit, paraphrases a passage from the famous document with which all Americans are supposed to be familiar. He says, "Every child is endowed with certain inalienable rights, and among them are protection, education, health, and the pursuit of happiness." In outlining the rights of the child he continues, "Most important of all is the question of its religious training and moral guidance. The opportunity must be given every child to learn of religious truths and to worship God. The form of religion does not concern the authorities; that is a matter to be decided by its parents, its family and its ecclesiastical adviser. But it should be strengthened and confirmed in its chosen faith and encouraged to follow its precepts. If our experience in the children's court has proved one thing, it is that religion is essential to the training of children, and that no lasting good can be achieved when this spiritual development is neglected." I quote further from Judge Hoyt because perhaps no other man has had more to do with the problems of boys and girls in their practical bearings. After picturing that almost forgotten host of children who issued forth from European towns and hamlets now almost a thousand years ago, and who went enthusiastically to win back the Holy Land to Christendom, a task which their fathers and grandfathers had so utterly failed in, he recounts their miserable falling by the wayside a prey to hunger, disease and the treachery of men. "The world has well nigh forgotten this story, and the passing centuries have almost obliterated the memory of the sublime though useless sacrifice which it entailed. Yet the misguided and pitiful effort of these children to serve in their day and generation comes back to mind with curious significance, as we witness youth's struggle for development and progress at the present time."

Even now a glorious host is buckling on its armour and setting out on its march to the promised land of glorious manhood and womanhood. Tomorrow another legion will follow in its wake, and each succeeding day will see a multitude surging onward along the same road. Shall these children follow in the paths of lost crusaders and fall by the wayside, victims of disease and neglect? Shall they stumble in the darkness because of lack of leadership and proper guidance? Shall they be betrayed by those in whom they trust?

Or shall this vast procession of youth sweep by the pitfalls and quicksands which beset its path, cross the torrents, scale the rocks and move onwards towards the heights, with steadfast purpose and serene confidence, led by honor, faith, and high resolve? Shall it reach the land of promise (manhood and womanhood) a virile army, whole in body and in soul, fit and ready to take its part in the struggle of life and to fight for its ideals?

The question presses for an answer—the answer lies with the parents and teachers of today.

THE TEACHING OF FIRST YEAR LATIN

By Sister Cecilia Gertrude, S.C., Ph.D.

(Concluded from February Issue)

GERUND AND GERUNDIVE. Every gerund and gerundive in the Latin language contains the letters *nd* as do the English words *gerund* and *gerundive*. The word *gerundive* is longer than the word *gerund* and is capable of more changes in its inflections as it is declined like *bonus* and so has all possible inflections. The shorter word *gerund* has fewer cases, being used only in the genitive, dative, accusative, and ablative cases, and it has the same form for all genders:

rogandi	monendi	regendi	audiendi
rogando	monendo	regendo	audiendo
rogandum	monendum	regendum	audiendum
rogando	monendo	regendo	audiendo

In the *gerund* the terminations are only *i*, *o*, *um*, *e*, and in the first conjugation *a* is the characteristic letter, in the second and in the third *e*, and in the fourth *ie*. These letters are also characteristic of the *gerundive* whose terminations are respectively *andus*, *endus*, *endus*, and *iedus*, but which as has been said, is declined as *bonus*, a *um*.

DATIVE OF INDIRECT OBJECT. The dative of indirect object is always accompanied by the direct object, and the *to* which in English represents the indirect object may be omitted as "He gave his son a book" or "He gave a book to his son." If the pupil once realizes that *book* is the direct object of the action, and *son* the indirect, he will have little difficulty in applying the Latin rule or in recognizing the case in Latin. It is a fact, however, that some pupils glibly use the words *subject*, *predicate*, and *object* without realizing their real meaning. Impress on the class that the *subject* is that which acts, the *predicate* is that which is predicated or declared of the subject, and the *object* is that which receives the action from the verb.

ABLATIVE OF CAUSE.

The boys were praised for their bravery.
She was pale with fright.
Caesar was disturbed by the news.
All the children fled in terror.
I am pleased at the prospect.

Here are five different prepositions, *for*, *with*, *by*, *in*, *at*, for which we may substitute *because of* or *on account of* without altering the sense. The words governed by these prepositions are in Latin ablatives of cause. In connection with this case, give "The child danced with joy" and "The child danced with her brother" and let the pupils see that in the second sentence *with* means in company with and *brother* is ablative of accompaniment.

PRONOUNS AND THEIR ANTECEDENTS.

In the translation of English into Latin, pupils find much difficulty in translating pronouns which must agree with the person, number, and gender of their antecedents, but which must also take the case which their place demands in the sentence:

1. The book which (that) I have is new.
2. The book which (that) Mary has is new.
3. The book which (that) is on the table is new.

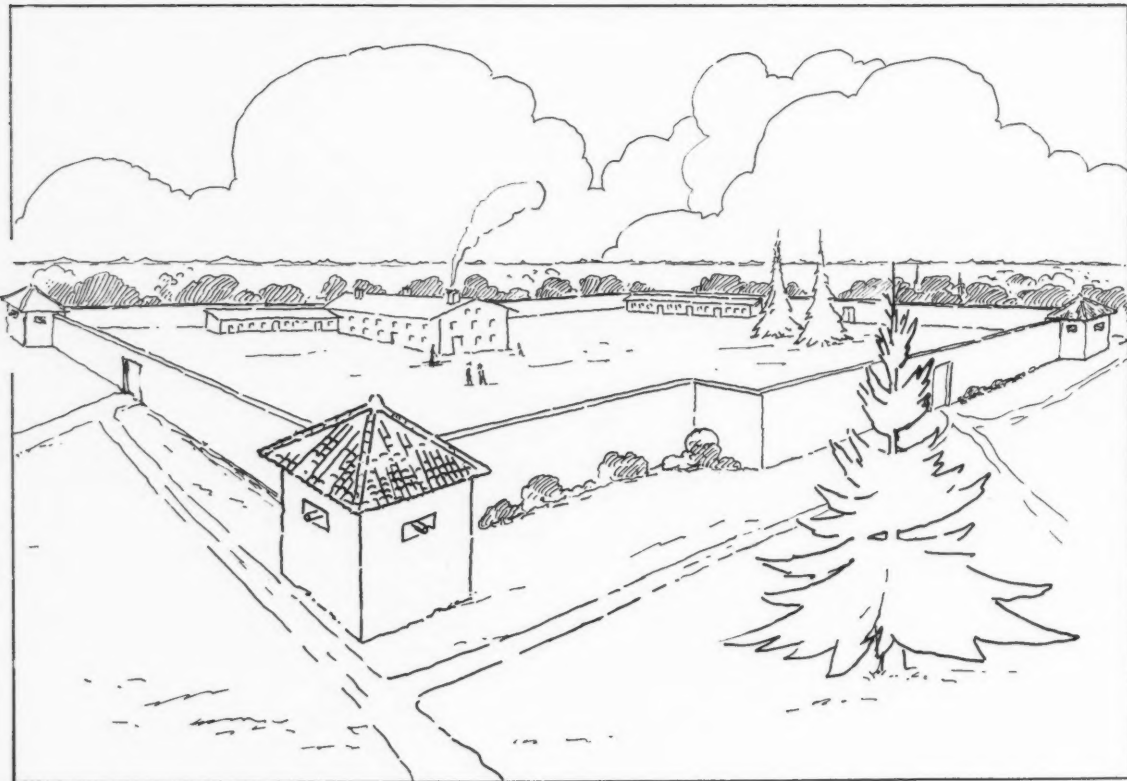
Which or **that** used in these sentences for different cases may prove a stumbling block in translation into Latin. In sentences (1), and (2), **which** is followed respectively by a **pronoun** and a **noun**, while in sentence (3) **which** is followed by a **verb**. In the first two sentences **which** is in **accusative case**; in the third sentence, **which** is in **nominative case**. As a rule then, **which** followed by a **noun** or **pronoun** is in **accusative case**; **which** followed by a **verb** is **nominative case**. This rule will hold good for **that** used as a pronoun. When **who** and **whom** are used, the same difficulty does not arise. In connection with the use of the word **that** a sentence such as the following may prove interesting and instructive to a class: "I think that that that that girl parsed is a relative pronoun." Rewrite the sentence as "I think that the word which the girl parsed is a relative pronoun," and the class will thus become acquainted with the different parts for which **that** may be used, and they will see that the only **that** remaining may be omitted without changing the sense of the sentence and is the copulative which introduces indirect discourse.

POSSESSIVE CASE. In English possessive case may be expressed in two ways, by the **apostrophe** and **s**, and by the preposition **of** and the **objective case**. Animate objects take the **apostrophe** and **s**, while inanimate objects take **of** and the **objective case**, e. g. the cat's tail, the boy's book, the girl's hair, the bird's feathers; but the top of the table, the color of the dress, the foliage of the trees. This explanation may make clear to the learner why *mensae* means of the table, and *pueri* means of the boy or the boy's, since in Latin all objects whether animate or inanimate take the same form of the genitive, and so the genitive is indicated by **of**.

These are a few of the many devices which will suggest themselves to the wide-awake and enthusiastic teacher and which will help to relieve in some measure the drudgery and monotony which sometimes accompany the daily recitation.

The choice of a text book is important. The type should be good, the vocabulary small but sufficient for the needs of the pupil; there should be a collection of paradigms which will serve for review work, and also a number of pictures such as the forum, the amphitheatre, the Appian Way, portions of a Roman house, a temple, etc., preferably colored, and reproductions of good originals. Besides the de-

(Continued on Page 464)



FREE PERSPECTIVE DRAWING

Suggestions for a Course

By Brother F. Cornelius, F.S.C., M.A.

PLATE 9. (See Figure 10). Although the aim of this course is not to draw directly from the object, but to instill the main principles of perspective and to make the student draw according to them, it is nevertheless desirable sometimes to bring the geometrical type-solids and other convenient objects into class and place them before the students in the position called for by the particular problem in hand. This is especially useful for problems in oblique perspective. We must be careful, however, not to let the practice develop into mere sight-drawing for there are some who draw fairly well by sight, but still fall into many errors because they do not know the perspective principles. To use these while yet drawing directly from the object is all right.

Draw first the perspective base of your pyramid; then the diagonals of the base and at their crossing the perpendicular to the base; in this perpendicular choose your vertex and draw the slanting edges to it. Notice that the four pyramids in a row at left of C. V. represent objects of the same size, but at different distances from the observer; they are, moreover, all at the same perspective distance left of the line of sight. Also in the group immediately below the C. V. we have three pyramids of same size perspective but at different distances. On these observations many interesting problems may be built. Next come exercises of the pyramid in angular perspective and in various positions lying on its side, and then we take up the oblique.

The house and pyramidal trees given in the plate might also be drawn below eye-level; also simpler problems involving similar applications of the type-form may be given. It is good often to require the perspective to be worked out from given plans which the teacher can draw in a few minutes on the blackboard.

Suggested problems based on the square pyramid: street-

lamps; house-lamps with shade, and same decorated; simple houses, towers, steeples; flower-boxes; gate columns; well with pyramidal roof on posts, etc.

PLATE 10—a variation of Fort Sutter, California. Draw below eye-level because we want to see the inside of the fort; and on the horizon place the teeth of the distant Sierra. Begin with nearest block-house, taking the vanishing-points on the horizon-line about two inches beyond the paper both at right and left. Note how enclosing lines of fort vanish, and vanish the lines of the houses properly. There is good opportunity in this subject for variation of the problem; no two pupils of the class need to have exactly the same details. Exercise may also be given to draw a number of rapid perspective sketches from plans drawn on the blackboard. Particular attention should be drawn in this and similar problems to the decreasing of the heaviness of the lines as we recede towards the horizon. Here also is a good opportunity to discuss the ques-

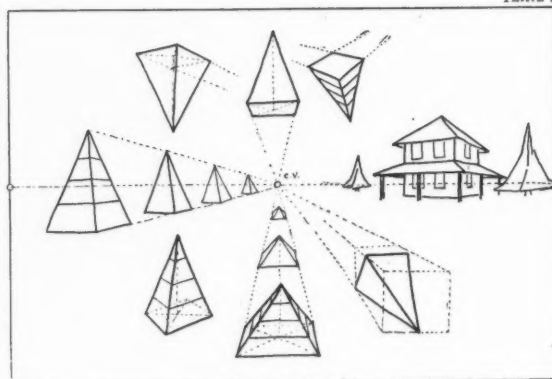


FIGURE 10

PLATE 9

tion of "feeling" in a drawing; i. e., of artistic and expressive quality of lines. It is good for this purpose to compare the students' drawings and point out such qualities where they are present. The idea of "feeling" can also be imparted and the ambition for it aroused by pointing out this exquisite quality in the reproductions (prints) of the works of master-draughtsmen, such as Holbein, Whistler, etc. These prints are very easy to obtain and should be posted up in the class in varying succession during the whole course.

Related problems. Using the square pyramid type, draw churches, Italian towers, hotels, train stations, park entrances, Pyramids on the Nile, etc.

PLATE 11. Study the plate (See Figure 11); then proceed much in the same manner as in plate 9. Notice base of prism immediately below C. V. Two of its sides are parallel to the horizon-line and do not vanish; the others vanish, one set at right and the other at left of C. V. and equidistant from it. Begin all the figures of the plate by first drawing the rectangle inscribed in the base.

Related problem subjects: hexagonal and octagonal hollow tiles, boxes, vases, trays, tabourets, towers, steeples, lamp-shades, wrist-watch, cake-molds, columns, bay-windows (exterior and interior); also surfaces with patterns as shown in the plate, and other surfaces with hexagon or other polygonal pattern motives.

PLATE 12—an application of the hexagonal prism and pyramid. Take horizon below middle height of the paper. Draw the hexagon at the very lowest part of the pulpit, first drawing its inscribed rectangle and its diagonals; at their intersection draw a horizontal line and a vertical; on the former take points in the hexagon and the latter use as the axis running up through the middle of the pulpit. Then draw a second hexagon just a little above the first and from its corners build up the basic pyramid. Upon this by successive pyramids and prisms build up the pulpit. Observe that the column to rear and right of pulpit is also hexagonal and in parallel perspective.

Other problems: variations of pulpit shown in plate 12, changing proportions and drawing from different viewpoints; same for hexagonal column, a row or rows of such columns; same, but changing the direction in which

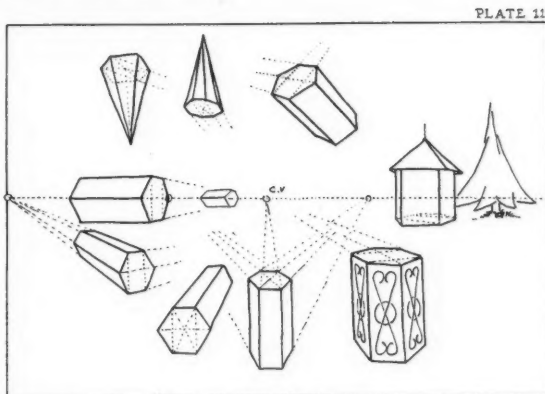


FIGURE 11

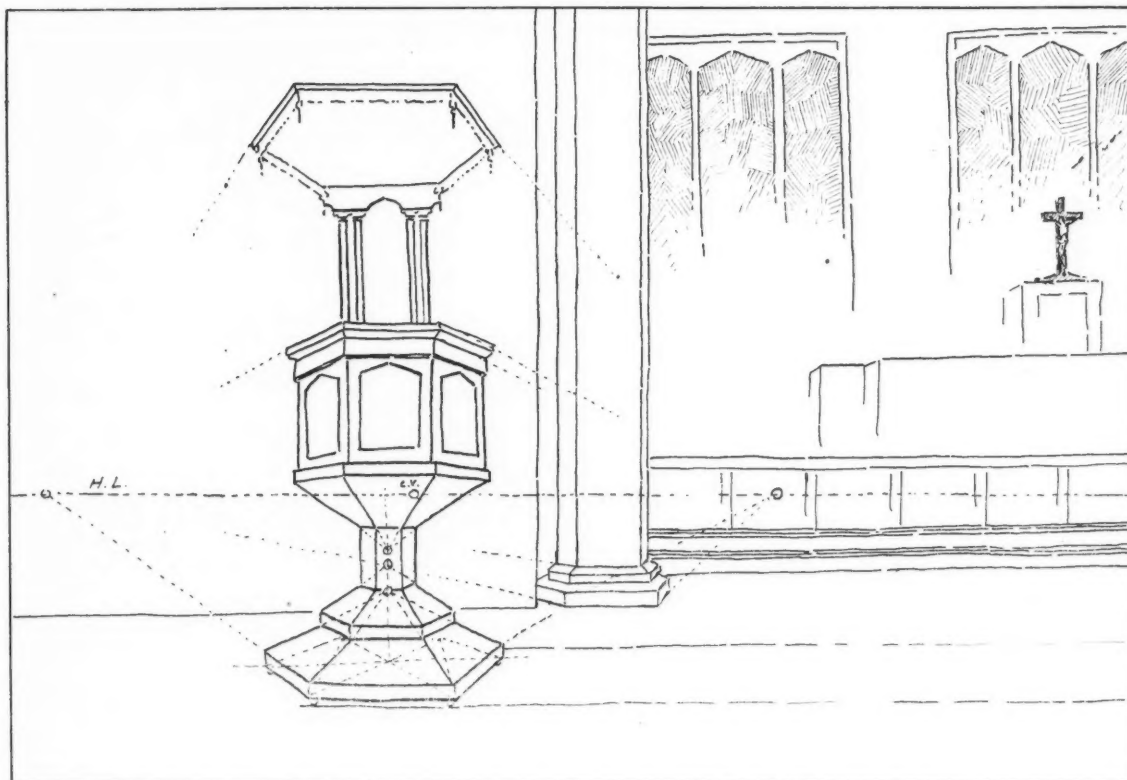
they stand; hexagonal buildings with some details; interiors of same; kiosks; oil-stations; fountains and variations of same, such as are found at some of the old California Missions. For ideas of settings, i. e., surrounding trees, landscape, etc., pupils may look up illustrations or, what is better, as far as practicable, observe their own surroundings.

Title Page and Index

In the back of this issue of The Journal, subscribers will find the annual Title Page and Index for Volume 27, covering the issues from April, 1927, to March, 1928, both inclusive. This is provided especially for school and college libraries and those individual teachers and the reverend clergy who desire to bind the files of the magazine for permanent reference.

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PLATE 12



"PLAY IS A CHANGE OF OCCUPATION"

By Sister B., O.S.D.

FROM this quotation we might conclude that play and occupation are synonymous terms. Until we consider the application, the statement seems like one of Chesterton's paradoxes; but let us search for the meaning of each word. Webster says that play is the serious business of a child's life; it is activity, it is the response to an instinct that is vital to a child's normal development. Occupation is the principal business of life; it is that to which one's time is devoted; the pursuit in which one is regularly engaged. Comparing the definitions, I draw the inference that a child's play is a preparation for its future life and hence is of paramount importance.

All normal children talk, sing, draw, love animals, enjoy beauty and play. In our curricula we find a means to develop these tendencies by language, music, drawing, nature study. Why, then, should we omit play, since each of these activities is an indication of God's plan as to the child's culture; since, as Froebel maintains, plays are the germinal leaves of later-day life?

If work-interests lead us to make a living, play-interests enable us to live more fully the lives demanded by our nature. Play allows the child to grow. Health depends largely upon the full development of the heart and lungs; nothing contributes more towards securing this result in children than play, especially in the open air. If a sound body in a sound mind is, relatively speaking, a full description of a happy state in this world, the teacher should check overexertion in ambitious children; for since play is the response to a natural prompting which school-restraint intensifies, and school work makes more enjoyable, the ardent worker and the ardent player must be kept within reasonable bounds.

Play not only aids the child physically, but also morally. Organized play offers an excellent opportunity to give the child a conception of the value and necessity of law. He learns he cannot play without conforming to the rules of the game; this knowledge helps him to appreciate the laws of his country and of life. Physical exercises and team games exact obedience to the command of the leader, for, indeed, success invariably depends upon the ready response to the orders given, and the loyalty of all hands to the organization.

Some one has affirmed that character is the power to say yes or no at the opportune time. Play, therefore, is a good agent in character building. In nearly all games the child is confronted with the necessity of making instant decisions and acting upon them. If a child wishes to emulate she must decide, and this habit of acting upon her own decisions cultivates independence and the spirit of achieving. For many children, nowadays, games furnish the only means of developing individuality. Hillaire Belloc, in his charming poem "Birds," catches the achieving idea of children, when he portrays the model child, Christ, refusing the ready made toys:

When Jesus was four years old, the angels brought him toys of gold,
Which no man ever bought or sold;
And yet with these He would not play. He made Him fowls out of clay,
And blest them, till they flew away.

Education should teach adaptability. In games and plays the child realizes this and understands the reward that is the aftermath. In observation games, he must be quick of sight; in guessing games, quick of thought; in games of skill, keen, accurate, quick; in tag and chase, physically fit; in dramatic games, he must be willing to take a minor part; in team games, he must co-operate; in special games, he learns justice, control of temper and the obligation of waiting his turn; and is not all this valuable ethical training?

A noted educator wrote that play is the child's right and the teacher's opportunity. I have given a few proofs relative to the first part of the statement; it remains now for me to deal with the teacher. The ideal teacher is interested in whatever is conducive to the child's welfare, but the child is not a mind-reader, so some means must be resorted to in order to close the circuit between pupil and teacher, and the best way is to give visible proof of her interest in her daily work, of her love for the child, of her wish to bring as much sunshine as possible into school hours, of her general ability; and there is no better way to accomplish this, there is no better test of the powers of a teacher, than the manner in which she manages the relaxation periods.

(Continued on Page 475)

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TALKS WITH GRADE TEACHERS.

By Sister Mary Louise Cuff, S.S.J., Ph.D.

Third Grade

AT this stage in the language work, written exercises should be given some prominence, but oral work should still hold the place of importance. The children should now have a good hold on the "sentence sense", and they should have daily practice in the writing of a few sentences. About twice a week written exercises should be given involving the paragraph as the unit of expression. These children can readily grasp the idea that the paragraph is made up of a number of sentences, few or many, in accordance with the thought to be expressed on any particular topic.

Of the various forms of written work, perhaps, the letter is the most important for the child at this stage of his advance in written composition.

Let the children be instructed to write a letter to a friend, describing a trip made at some time. It might be at the holiday season, or in the summer time. As an example for instruction let each child in the class write the same letter. Have some child tell of a trip he made. The first paragraph would describe the preparations made at home before leaving; the second paragraph might describe some friends at the station; the fourth, the entertainment at the home of the friends. The description of some happening might form a fifth paragraph. If a long letter is to be written, the homeward journey would form a sixth paragraph. The letters however should be kept short, and the children should understand that each topic touched upon forms a separate paragraph.

The number of paragraphs to be written should be discussed; the subject of each should be thought through, they should be kept short, especially if the letter is to consist of more than three paragraphs. Let the children decide how many topics they wish to talk about. Many suggestions will be offered, so many that they will make quite a lengthy letter. In this case, the class might be divided into sections, each section writing on a certain topic in the letter, this topic forming a single paragraph. After the writing is finished, the paragraphs of each section might be compared and the best written paragraph chosen for part of the letter, and so on with the other sections until the various paragraphs have formed the complete letter. After some practice in an exercise of this kind the children will begin to show evidence of a language conscience as to correctness of speech and an alertness in phraseology. Such a written production as here described should be the standard of achievement for the written composition work of the third year.

In other lessons than the language, the child's efforts to express his thoughts should be regarded as composition, and he should be guided accordingly. As said elsewhere, efforts to guide the child in the correct expression of his thought will surely fail, unless all the teachers in all the subjects teach language ALL THE TIME. The teachers must pay the cost, and eternal vigilance in this matter is the highest price.

Teachers should not exact written compositions from children unless the subject be previously discussed in class. The child should have the infor-

mation before he attempts to write on the subject under consideration. It is this groping in the dark that has caused many children to dislike composition, to hate even the name. If the written productions of the children would yield desirable results, their efforts should center on the correct form of the expression and the elegance of phraseology. This cannot be achieved if the children are left in the dark, and "don't know what to write about." A knowledge of the subject gives them an appetite for further information, and a desire to put this into written form.

"Talking the matter over" in class is not an end in itself, but rather a means to an end. All oral language should assume the form of familiar conversation, thereby teaching the child to converse in an easy and familiar way. Whatever the child's acquisition in this line may be, they will enter into all his activities.

There should also be periods in which topics that had no previous thought could be discussed. It is in these conversation periods that the teacher will discover in just what points these little people need instruction. If the children should be taught to act in an easy graceful way, pleasing to themselves and delightful to others, so much more should they be taught to avoid any touch of measure in words, or formality in expression, for such proceeding is indicative of a painful existence. Its purpose is really accomplished. But what is its purpose? If to make an impression on others, the impression is made, and even though the impression be a good one, is it always desirable? It is the duty of teachers to teach the children to be natural and free, but at the same time the children should be taught to cultivate a delicate reserve, and in every way to avoid any expression of the crude, coarse type.

There is "quantity" in material for language lessons. To mention another: OBSERVATION. Here the teacher should make a distinction between fact and fancy. Children should be permitted to describe formations in their imagination in a study of the clouds; or their mental vision of the squirrel's partner that did not appear; again, a conversation between the male and female cedar; or that of the stones over which the waters of the brook flow.

Perhaps, the following lines describing the conversation between the mountain and the squirrel may help the children in their imagination of other such conversations:

The mountain and the squirrel
Had a quarrel,
And the former called the latter "Little Prig."
Bun replied,
"You are doubtless very big,
But all sorts of things and weather
Must be taken in together,
To make up a year,
And a sphere;
And I think it no disgrace
To occupy my place.
If I'm not so large as you,
You are not so small as I,
And not half so spry:
I'll not deny you make
A very pretty squirrel track;
Talents differ; all is well and wisely put;
If I cannot carry forests on my back,
Neither can you crack a nut."

In nature study, for example in the study of the habits of a bird—its way of nest-building, and its manner of caring for its young, there is no place for imagination. Yet both fact and fancy should be taught, but should not be confused.

In choice of subjects, the teacher should be guided to some extent by the children. They know what they want to talk about and write about. Their interests should be discussed, their manner of expression directed in their talks on the various interests and industrial activities of their localities.

An inexhaustible source of material for both oral and written composition can be gathered from observation in the out-of-door world—the world where children love to live and give free abandon to the curiosities of their growing minds. Their activities in the world of nature are wide in scope and will vary greatly in different localities, but a "quantity" will be found in all.

Fourth Grade.

Now, that the children have begun to give time to written work, there seems to be a tendency among teachers of this grade to devote more time to written composition than to oral. This is not only a mistake, but a very serious mistake. Training in oral composition is of paramount importance here as well as in the lower grades. Teachers should be very vigilant in seriously and definitely planning the oral work both in exposition and argument as well as in narration and description. It seems that at this advance in the child's progress, most teachers are content to correct the oral expressions as they occur in the various recitations, or in ordinary conversations, but in the regular composition period, written work prevails.

An important point for the teacher of English to remember is this: Without impression, there can be no expression worth while. In order that an impression may be made on the mind of the child, he must have ability to think accurately and effectively. This can only be attained by drill in oral composition.

In this grade certain grammatical principles should be taught. These, however, should not be in the form of definitions and rules for the purpose of memorization, but the children should be given the principles and taught to recognize them as they appear in written material. To oblige children to memorize grammatical rules defeats the purpose of language. Let them formulate their own rules where occasion demands, and their definitions will be very similar, if not identical, with the formal rules in grammar. The objection to the memorizing of principles and formal rules of grammar is that children regard such exercises as disagreeable tasks only to be learned for the day, and with this in mind they are willing to forget and let the rules remain in the book rather than apply them to thought expression.

In grade four as in previous grades, reports on OBSERVATION lessons should form subjects for oral work in composition. The teacher should assign subjects that demand more accurate observation than those of the lower grades. The children should be assisted in this enlargement of the subject, and instructed in the development so that more detailed reports can be expected.

In this work the school libraries will be of much

help to the children, for they should be taught to supplement their knowledge gained in actual observation by using the reference books which treat of the matter under consideration. They should be allowed to have the books open on their desks whilst quoting from articles written on the subject of their observation work. These children are old enough to know just where they may find further information, and they should also be taught to make comparisons of articles by different authors. Even supplementary readers can be used for this purpose as well as magazines in which can be found any information bearing on the subject under discussion.

It is in the oral talks on these subjects that the teacher may find a rich mine for language improvement. The language should be carefully watched, but not until the child has finished his speech may corrections be given. When talking the child is concerned with the information gathered from his own actual observation and with that gathered from the books of reference. His flow of thought should not be troubled. He may have a wealth of ideas to express, and he should not be encumbered by a foolish timidity of making a grammatical mistake. His glow of imagination should be allowed to heighten and color until the listeners see the word picture painted on canvas. While the child may make mistakes, and doubtless will, yet a strength of purpose and fitness will show that the mind is developing along desirable lines. His efforts should be approved and appreciated. When he has finished his talk the other children may be asked for corrections, and those that they may not have noticed should be taken note of by the teacher who will then explain grammatical errors, giving time to the illustration of these in sentences and having the class give original examples wherein such errors as had been made might be avoided in future. To speak of an error, and then pass on to another subject is not the way to correct mistakes. If the children are guilty of a common error, the work of the class should be confined to that particular expression until there is some surety that it will not occur again. A list of common errors of expression should be listed, and these carefully watched for until they disappear gradually from the language of the children.

Reciting by topics may answer very well in history, geography, or reading classes, but in the English class where oral compositions are given, the child called upon should give the entire story, reciting topic by topic. This method gives him a knowledge of the paragraph, treating each topic in a separate division. It is of the greatest importance in language development to show ability to think logically and to give thought expression in correct and properly connected statements. This method cannot be begun too early.

The subject of STORY-TELLING in grade four should be a continuation of this work in grade three, but more highly developed.

THE REPEATED STORY was the simple form used in the previous grades where much assistance had to be given by the teacher. In grade four and also in the higher grades, the child should find the story for himself. Having to find the story develops in the child a taste for reading, and gives

the teacher an opportunity for guiding the reading of her pupils. The teacher will find joy in the fact that discrimination and selection in reading tastes are being developed as well as a desire for outside reading which is bound to produce greater power to retain what is read.

Some of the children may prefer to do their reading in history, while others show an inclination for books of travel. They should be allowed to find their stories in any field that is desirable for language production work. Aside from the information gained in their reading, there is the paramount item of language expression; and the ability to give this information with a power of developing the subject topic by topic is the result to be sought for.

The Bible should be found in every schoolroom. Its stories are always desirable as well as interesting. This is a great field in which the child may browse and select the stories that appeal.

Here arises a question as to time for all this work in language. English is the most important subject in the curriculum. Where it can be done, there should be a period for COMPOSITION, and by this we mean a period other than that for English. If there is a special time on the program for COMPOSITION, the children will realize its importance. Too, in all schools, we have "The morning exercises." Could not part of that period be used for the telling of Bible stories? English is the subject that is always neglected, and this accounts for so many poor English students. If we would succeed in overcoming this, we must fight with a vengeance.

The RECONSTRUCTED STORY will add much interest to the work of story telling. Let the children choose the stories they wish to reconstruct. Permit each child to impersonate the character in the story which most appeals to him. Let him tell that part of the story in the way which he thinks it might have been told by the character he is impersonating. Bible stories are especially desirable for this sort of treatment, as are also Fables. This method is a splendid preparation for dramatization, and in addition to this it cultivates the imagination and assists in forceful rendition of expressive power.

Good material can be found in Grimm's, "The Frog Prince," "The House in the Woods," and "The Fox and the Cat."

From Andersen, select "The Snow Queen," "The Fir Tree," and "The Flax."

From Hawthorne, "Cadmus and the Dragon's Teeth," and "Midas and the Golden Touch."

From Kipling, "Mowgli's Brothers," and "Kaa's Hunting."

From Eugene Field, "The Coming of the Prince," and "The Angel and the Flowers."

From Horace Scudder, "The Flying Dutchman," and "St. George and the Dragon."

From the Bible many interesting and instructive stories can be studied and dramatized, such as the Story of Abraham, and the Story of Ruth.

The children are now prepared to write ORIGINAL STORIES which is the last step in the story telling division. Books, pictures, and nature are the sources from which ideas as to plot and characters may be drawn.

The teacher will suggest ideas for original story telling. The work in this division should go very slowly at first, so that without being perceived the

creative power of the child's mind may be gradually developed. Eventually it will dawn upon the child that he can create characters. The combined efforts of the class may result in a product that will surprise the individuals, and each child will then prefer to create his own characters and write his own play.

Impersonation is an excellent form for the starting point of original story work. A child may be asked to imagine that he is his own Language Book; another child that he is his Mother, or his Father. A child may impersonate a rose bush, a pet squirrel, or even a clock. Impersonators should tell their stories in keeping with the character of the objects represented. The teacher should exercise care in keeping the imagination of the child within proper bounds.

AN IRISH CELEBRATION FOR ST. PATRICK'S DAY

Arranged by Mary Eleanor Mustain

Prologue:

We are all familiar with the legend of St. Patrick having driven the snakes out of Ireland; whether this legend be false or true, it is associated with the first thought of the saint. Therefore our program opens with a procession of gutta percha snakes moving across the stage in frantic haste to get away from the venerable saint. (Purchase a quantity of these snakes, in different lengths; these may be obtained in any Japanese or Chinese bazaar, at small expenditures; fasten silk thread about their necks—and station pupils, each holding one of these threads, in the wings, on the opposite side of the stage, from which St. Patrick makes his entrance; a little practice will soon enable the children manipulating these threads, to make the snakes pass off in a very life-like manner. Some child, with a drum should be stationed behind the wing, from which St. Patrick is to enter; the drum should be beaten lustily, because you will recall that the legend tells us that St. Patrick banished the snakes by the help of a drum. Immediately after the passing of the snakes St. Patrick enters; he is dressed in old-time Irish costume; tight trousers, long-tailed coat and high silk hat. A brilliant green scarf or neck-tie adorns his neck, and he carries his drum.)

St. Patrick speaks:

"Faith, many of you have heard much about me, yet ye know little. I was born in the year 372, and when only sixteen years old was carried off by pirates, bad cess to them! I was sold into slavery in Ireland; where I became a swineherd, in the county of Antrim. Here I passed seven years, and learned the Irish language well. Finally, I escaped from Ireland and went to continental Europe, where I became deacon, priest and bishop of my chosen church; then the holy Pope Celestine sent me to Ireland to preach the gospel to the heathen inhabitants.

My principal opponents in the "little green isle" were the Druidical priests; these Druids were magicians, and held the people, because of their seeming miracles. Then it was that the gracious Master gave to me the power of performing miracles; I drove all venomous reptiles out of Ireland. Let me tell you a little story of another miraculous feat I performed. On an extremely cold morning my followers and myself found ourselves on the top of a mountain; without means for making fire to warm ourselves; my followers complained bitterly; I told them to collect a quantity of ice and snow-balls; this they did. When they brought to me the snow and the ice, I placed them upon the ground, and kneeling beside them, I breathed upon them and instantly flame leaped from them. We were enabled to warm ourselves and prepare food over this fire made from snow.

Ireland has grown since my day; and now if you will kindly give us your attention we will show you some of the things that have come to pass. (Exit St. Patrick.)

Enter girl who recites:

Saint Patrick, as in legends told,
The morning being very cold,
In order to assuage the weather,

Collected bits of ice together;
Then gently breathed upon the pyre,
When every fragment blazed on fire.
Oh! if the saint had been so kind,
As to have left the gift behind
To such a love-lorn wretch as me,
Who daily struggles to be free;
I'd be content—content with part,
I'd only ask to thaw the heart—
The frozen heart of Emerson's boys
That they might bring to us great joys. (Exit.)

(Enter a quartette of girls, dressed as Irish colleens, dresses conspicuously flaunting the green of Ireland.)

Quartette sings:

"The Wearin' o' the Green."

(Boys voices are heard off stage, singing the opening bars of "St. Patrick's Day in the Mornin'.")

A quartette of boys march out on the platform, make elaborate bows to the young ladies, and continue their song to the end. At the close of the song the piano plays a lively air, to which they march the old-fashioned square dance—a country dance much used in the rural districts of Ireland. While they are dancing this dance many spectators enter from all available parts of the wings; these should be dressed in Irish costumes. When the dance is finished, two workmen enter, dressed in overalls, and slouch hats. One carries a hoe, the other a spade over his shoulder; the music quickens; these laborers throw down hoe and shovel and proceed to dance a real Irish jig; the spectators gather about them, all keeping time to the music by the clapping of hands.)

At the conclusion of the jig, an old man speaks:

Uncle Jerry:

"Faith, 'an these capers carry me back to the old days in County Claire when I could sing a song or dance a jig with the best of them; but now alack, alack! I am ould, ould."

Paddy: "Oh, fie, man! You are never ould, still you confess it, be jabers! I'll wager that you could beat all the young ones singing Mother Macree today. Try it!"

Voices: "Oh, yes, do sing it, Uncle Paddy. Sing it, sing it!"

Uncle Paddy sings "Mother Macree."

(At the conclusion of this song the sound of drum-beats is heard, and the sound of marching feet. Enter a military company, singing lustily—"It's a Long Way to Tipperary"; spectators clap their hands and march along beside them, joining in the song. Company march off cross to the back of the stage, and again enter continuing the song. When they disappear, a tall gentleman enters.)

Kathleen: "Oh, see here comes the schoolmaster. Good morning, Mr. Kelly!"

(There is much bowing and scraping in the direction of the schoolmaster!)

Mr. Kelly: "What have we here? A picnic in celebration of St. Patrick?"

Kathleen: "Well, not exactly a picnic, but we have been having a very jolly time. Won't you lend a hand? Tell us what to do next!"

Mr. Kelly: "Why who ever heard of an Irish crowd wanting for anything to do; why not try some limericks; limericks are as Irish as the proverbial 'pig of poke.'"

Kathleen: "Here, Uncle Paddy, the schoolmaster tells us to make limericks, if we would be a natural Irish crowd; so, you begin."

Uncle Paddy: "Well, I'll do my best—

There was a young fellow named Casey;
Whose humor was always quite racy—
He stepped into a slough,
And spoiled his new shoe,
Did this racy young chap, Mr. Casey."

Voices: "That's fine, fine Uncle Paddy; give us another!"

Uncle Paddy: "No. I want you colleens to sing another song for me; it's one of me favorites—"Kathleen Mavourneen."

(Quartette sings "Kathleen Mavourneen.")

Enter a boy with a yard stick about which is tied a bow of green ribbon.

Voices: "What is this?" (They gather about the boy, who holds the yard stick aloft) "What is this, that you are showing us?"

Boy: "What, you are Irishmen and ask me a question like that? This, (holding the yard stick aloft) this, is

home-rule for Ireland!" (A great din of voices and clapping of hands; cries of "Hurra, hurra!")

Boy: "Now, look here, what is this?" (Pulls hand from pocket and exhibits a large cork.) "Oh, you are great Irishmen! This, this is a view of the city Cork, of which we are all so proud. Schoolmaster, your pupils are very dull today." (Walks off stage.)

Schoolmaster: "Now one more song, all together, and we will part. What shall it be?" (Voices suggest "The Last Rose of Summer," "Those Shandon Bells," "Killarney" and "The Bells of Shandon.") "No, none of those, listen, this is what we will sing—"Come Back to Erin"—(shouts of approval are heard).

All sing—"Come Back to Erin." (Curtain).

THE CHILDREN'S CHOICE

By Sister M. Augusta, O.L.

A MUSICAL playlet in which more than forty, or a less number of little girls, can take part.

The speaking parts are numbered; two or more numbers may be assigned to one child.

The melodies, with one exception, are in Volume II of Churchill-Grindell Song Books, published at Platteville, Wisconsin.

The words of some of the songs, given on another page, are different from those of the book.

Summer Queen may have a throne, and her maids, June, July and August, stand on the steps leading thereto.

COSTUME SUGGESTIONS

Summer.

White robe spangled with silver; a blossoming staff; a silver crown.

June.

Light pink, or white with pink rosettes; a rose in her hair; roses in her hand.

July.

Pale blue with cream rosettes, or white with blue; a rosette in her hair; a fan in her hand.

August.

Light green with pink rosettes; and a rosette in her hair; she carries the small crown of gold.

Vacation.

Cream with rosettes of pale blue, pink, and light green, or garlands of same shades; a pennant of white with "Vacation" in letters of green or gold.

Little Flower Children.

White dresses; wreaths of flowers; baskets or garlands of the flower they represent.

Children who Sing the Bird Song.

Crep paper dresses made of the bird paper used for blackboard borders.

The other children in the playlet, should wear white.

Scene I.

Six little girls in white, come dancing out, two from the back of the stage, and two from each side. After singing "Little White Butterflies," they dance to the music of it.

1. I love the springtime, girls, don't you?

All: Indeed we do, we do.

2. Oh, I love summer dear!

3. And so do I, its days are long,
Cool breezes blow, and streamlets flow,
And the trees are filled with song.

4. Well summer's coming soon,
Tomorrow will be June.

5. Sings "June," (page 24), and all join in the chorus.

6. I wish I were a butterfly gay,
I'd fly away, this very day
To meet the summer dear.

7. I'd rather be a pretty flower
And wait for her right here.
Summer's the best of all the year!
Hark! hark! what voices do I hear?

(Other children come waltzing out singing, "Summer is Coming," and all join in the chorus. Queen Summer and her three attendants enter during the second chorus.)

All: Welcome, Queen Summer, today!

Summer: Good-day little children, come gather anear,
And tell to my maids, for they'd like to hear,
Which joy of my reign, you really love best,
A crown of pure gold on that joy shall rest.

8. Ho! for the birdies, Queen,
'Tis plainly to be seen,
The birdies dear should have it.
What would you be, bright Summer Queen,
Without their cheery song?
They deck your trees and fill the breeze.
With music all day long.
 9. Their plumage fair, of every hue,
Of scarlet, gold, and pretty blue,
And e'en their coats of brown,
Delight our eyes—they'll win the prize,
Oh, give to them the crown!
 10. Our Heavenly Father loves them too,
E'en little sparrows, this is true,
And when dear Jesus was a child,
One day He played, and birdies made,
Just out of common clay;
His breath He blew, and off they flew,
So happy like and gay.
 11. But Jesus loves the flowers best,
The Scripture tells us so.
The lilies white are His delight,
So pure and fair, you know.
He wants our souls to be like them
As white as snow.
 12. Oh, Summer dear, what would you be,
Without the red, red rose?
It scents the air, just everywhere,
The sweetest flower that grows.
In palace hall and humble cot,
It sweetens many hours,
No one doth live that loves it not,
The Queen of all the flowers!
 13. I'll tell you now that you are wrong,
The red, red rose is sweet,
But with the red bird and its song
The rose cannot compete.
 14. But every flower that decks the fields,
Some joy and beauty yields;
God has scattered them thru the land
With His all-bounteous hand,
To lift our thoughts above.
Oh, Summer dear, you'd disappear
Were there no flowers to love.
 15. But think how sad if never were heard
The cheery song of a little bird,
The breeze would sigh, and flowers all die,
From loneliness I guess;
And many a lesson would we miss
As summer days go by.
 16. They work and work with stick and straw,
And never a bit of glue,
Their little homes to build;
The prettiest sight one ever saw,
Is the little nest all filled
With speckled eggs or blue;
The mother bird sits and patiently waits,
And the father bird sings all day;
They sometimes chat, and now and then spat,
In a friendly sort of way.
 17. They go to bed early and rise at dawn,
To chant their song of praise,
We don't understand, but we know it's a prayer,
Oh, sweet are the birdies' ways!
 18. We'll all agree the birds are dear,
We love them, yes we do.
But children never gather birds,
Nor baskets of them strew.
They fly away when you come near,
And flowers just wait for you.
 19. And when we place them where dear Jesus dwells,
They seem to know He's really nigh,
And lingering there, just breathe away
Their sweetness till they die.
 20. They teach us in their pretty way
That silent lives much sweetness may
Give to the lives of others.
Let's wait awhile before we choose
And go and ask our brothers.
- Attendant with Crown:**
Yes, let them go, but all the boys



A Remarkable Letter

W. J. Hamilton, Superintendent of Schools, Oak Park, Ill., wrote:

"The arm rest on the desks is the best thing that we have found to insure erect posture, and the pupils assure us that the seats are more comfortable and more convenient for desk work through the addition of this arm rest. Our Board is placing a large order for further installations of this type desk.

"It is the judgment of our building department, our teachers, and interested parents, that the National School Equipment seating types meet our requirements the best of any. The workmanship is of the very best, quality of wood and materials is not equalled by any other makes that we now have, while the hygienic physical features are the best of any seating that we have in stock."

All These Advantages

- Available working surface more than doubled.
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For complete information regarding the Moeser Extended Arm on School Desks, or concerning any other design of School Desk, write for circulars.

The

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Manufacturers of Complete School Equipment

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NATIONAL School DESKS
"Famous for Comfort"

Will say they haven't time,
That they're too busy having joys
And think they're all just fine.

One little girl sings:

La la la la la la la, birdies get the crown.

Another sings:

No they don't, I'll tell you now, flowers get the crown.

Both sing:

La la la la la la (birdies) get the crown.
(flowers)

No they don't I'll tell you now (birdies) get the crown.
(flowers)

(This can be sung to the melody of "Dandelion," (page 19, Vol. II.)

Summer:

Now go, my little maidens, go
And hear your brothers say
Just what they choose
Then come another day.

All sing "Sweet Summer," and during the second chorus leave the stage followed by Summer and her attendants.

(End of First Scene)

SECOND SCENE.

The same children singing, "Who Comes A-sailing Over the Blue?" Summer and her attendants enter just as the song is ended.

All:

Welcome, Queen Summer, to thee!

Summer:

My dear little ones, your brothers you've seen,
And what did they say to you?

- Oh dear, oh dear, what do you think
My brother William said—
He wouldn't care a little bit
If all the flowers were dead,
(Except a few) and Summer ought
If she would ask the boys
Give swimming ponds, so cool and deep,
The crown of all her joys.
- Well, I'll declare, but boys are queer,
Just hear my brother Jack,
That Summer ought to give her crown
To Grandpa's old haystack.
- My brothers say the long, long hikes
Down country roads and lanes,
And thru the woods,—then home again
To barn lofts when it rains.
- Tom, Jo, and Fred were slow to speak
Which joy would be their choice,
Then all at once, "July the Fourth,"
They shouted with one voice.
- The harvest time, my brothers say
It surely can't be beat,
That it's the best of summer time—
Don't matter 'bout the heat.
- Well Ben and Ned say fishing days
Are summer's crown of joy,
And no one will dispute their word
At least no natural boy.
And I myself, think it is fine
On summer days to go along
With fishing tack and line.
- Well George and Len, and Jim and Paul,
Think camping gets the crown,
When happy boy scouts pack their grips
And go far out of town.
- Some of us haven't any brothers
And don't think boys should choose,
'Cause if they do, we little girls
Will just be sure to lose.

Summer:

My little ones, I clearly see
The boys and you do not agree.
You need some one to help you choose
And then, perhaps, the boys will lose.

First Attendant:

With perfume sweet, my hours abound,
The gentle breeze, the shady trees,
In me are always found.
My name is June.

Now who can tell,—you love it well,
What I shall bring you soon?

All:

You bring July, she's standing by.

Second Attendant:

I take you out into the woods
For picnic days of fun,
I give you rides on pretty boats
When sets the hot day's sun.
Oh, many joys you have in me
And every boy and girl knows well
'Twas the Fourth that made you free.

Summer:

Now August dear, your plea we'll hear.

Third Attendant:

I hold the crown, and shall rejoice
To place it on the children's choice.

Friends of the Flowers:

But listen, Summer dear,
The flowers are coming near,
Do give to them the crown!

Little girls with baskets or wreaths of flowers, approach Summer, singing to the melody of "Voices of the Wood"—Rubenstein's Melody in F.

The Roses:

Beautiful roses, so fair, so fair,
Beautiful roses, beautiful roses,
Willing our sweetness to share, to share,
Beautiful roses!

Violets:

Violets hidden, we grow, we grow,
Sweet violets, sweet violets,
Dainty and sweet you know, you know
Sweet violets, you know.

Lilies:

White fragrant lilies, are we, are we,
White fragrant lilies,
White fragrant lilies,
Like souls of children should be, should be,
White fragrant lilies!

Daffodils, Daisies, Tulips:

Daffodils, daisies, and tulips, all
Daffodils, daisies, and tulips, all
Hearken at once to the children's call
To the children's call.

Wild Flower.

Out from the wildwood, in colors dressed,
Bright colored wild flowers,
Bright colored wild flowers,
Blossoms the children love best, love best,
Bright colored wild flowers!

Summer:

A beautiful group are the flowers indeed,
But the friends of the birdies are coming to plead.

(Other children enter, singing a bird song. When it is ended June advances).

June:

Beloved Summer, gracious Queen,
Behold the pretty scene!
If you'll allow me now, your Grace,
I'll soon decide the children's case
I bring to them one joy untold
And every other doth it hold,
(Addressing the children)
Now close your eyes, and she will come,
Who wins the prize
Who can it be? Just look and see!

All:

Vacation! oh, Vacation gets the crown!
Vacation dear, we're glad you're here,
And with one voice, proclaim our choice
Vacation gets the crown!

Summer:

The birds and the flowers, God made them both
To gladden each summer day,
And I would be sad, my little ones,
If either should go away
So long as I reign as Summer Queen,
The birds and the flowers shall stay.
Vacation has come, and with her you'll go
To find all the joy that summer doth know!

Vacation:

We love each other, don't we dears?
Now lend to me your little ears,
Throughout my long and happy days,
(Continued on Page 469)

CONFERENCES FOR STUDENT TEACHERS OF HISTORY

Direct and Indirect Values to be Extracted from the Study of History

Conference 3

By Sister Mary Clotilda, S.S.J., M.A.

NATURE OF THESE VALUES. Every subject studied in school has a direct and an indirect value. In relation to each other, school subjects vary in respect to the extent to which they possess either one of these values. The chief value of the subject may be indirect—history when studied for cultural results; it may be direct—history when regarded as a social study. A subject has direct value when its content is closely related to an activity or purpose of life. This means that its content admits of immediate application without being correlated or combined with another subject for the purpose of elucidating or elaborating that subject. A subject has indirect value in proportion as it is an adjunct to a study or as it is an application of the knowledge obtained in another subject, or when it is merely propaedeutic. Indirect values assume transfer of training, and when a subject commends itself solely for this purpose, its transfer value must be high. In this case a subject serves as a background for numerous other subjects.

THEIR RELATIVE IMPORTANCE AND EXTENT. The direct value of the study of history arises from the fact that the information it imparts may be useful in meeting certain situations in life. This value is high in the teaching profession where history in its details must be known. It is likewise high when a knowledge of historical facts connotes a certain grasp of government problems and social issues, and it is equally high when this historical information gives one an intellectual poise—a feeling of assurance and pleasure, a mark of culture.

But the function of history is more than the mere imparting of facts; it involves a broadening of vision, a training in mental integrity and suspended judgment. Viewed in this way, history cultivates a general ability, that in itself colors all appreciations and attitudes to issues that confront one each day in life's various activities.

These values, direct and indirect, cannot be definitely and entirely separated, since the purpose of history study is to produce an effect that is general—a mental discipline. While the facts, when known, in themselves denote knowledge merely, the cumulative effect of the study of history is apprehension and wisdom. Unconsciously this knowledge, which establishes a mental condition, associated with all other knowledge and the effects it produces on mind, is brought to bear upon all situations in life. Useful knowledge connotes activity of mind; it becomes associated. All knowledge that is forceful assumes a unity in mind, and mind acting as a unit approaches all the issues of life. It is, therefore, a question as to what extent history contributes to the development of a superior vision, and to what extent interpretative knowledge may be brought to bear upon contemporary situations.

HOW TO ABSTRACT THESE VALUES. The method of teaching history will influence largely the extent to which either it yields a direct or an indirect value. The same facts of history may be presented either for the purpose of accumulating

Shorthand Students will be Interested in "The One Thousand Commonest Words"

A knowledge of these words before leaving the theory or speed class will enable the students to write with facility and transcribe with accuracy.

The handy alphabetic list at the end is a guide to the lesson in which the principle governing each word is first taught. The words are graded under the lessons in which they are explained.

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facts or for the purpose of developing a view or mental attitude which may remain when the facts which produce them have been forgotten. In certain stages of history teaching, facts are emphasized; at other stages views and attitudes are the objectives. In the latter case, the facts are manipulated to produce the desired mental picture, and that picture stands for the general effect and the attitude established.

ILLUSTRATION. For this purpose let us consider the AMERICAN REVOLUTION. On September 5, 1774, the delegates from the colonies met at Philadelphia to consult upon the present state of the colonies and the miseries to which they are and must be reduced by the operation of certain acts of Parliament respecting America, and to deliberate and determine upon wise and proper measures, to be by them recommended to all the colonies, for the recovery and establishment of their just rights and liberties",* etc. And this is the beginning of a long struggle which brought forth a host of noble, courageous patriots—men of high ideals, heroic men who were willing to lay down their lives for a great and noble cause. Here is an opportunity for the teacher to play upon the imagination of the pupils, and in a vivid and forceful way to lead them to reflect upon, to desire, and in time to acquire such virtues as will make them worthy citizens of our Great Democracy.

*William MacDonald, *Documentary Source Book of American History, 1606—1913*, No. 43 (Declaration and Resolves of the First Continental Congress).

DISCUSSION IN THE CONFERENCE OF METHODS KNOWN AND USED BY THE STUDENT TEACHERS. Teachers are asked to illustrate the methods they use or intend to use. The results sought through these methods are likewise ascertained, and the value of the method in relation to the objective and the scholarship of the pupils is discussed.

COMPARISON OF THE VALUE OF THESE AND THEIR MERITS AS MEASURED BY RECOGNIZED METHODS. This involves a discussion of current and perhaps historical methods of teaching history. Reasons are given for their imputed values and acceptance. Then the methods proposed by the candidate teachers are viewed in the light of this analysis.

STUDENT ACTIVITIES—ASSIGNMENTS:

1. Discuss conceived direct and indirect values of history as treated by different writers.
2. What values may be extracted from the study of geography, commerce, politics, civics, philosophy?
3. To what extent is the attributed direct or indirect value of history responsible for its inclusion in the curriculum?
Review curricula and note the reasons given for including history study. Is the propaedeutic value of history recognized?
4. Select some topic in history, and test your ability to abstract the direct and indirect values of history.
5. A discussion of the various methods employed by the student teachers, noting probable limitations, and reasons for success achieved or causes for failures when these occur.
6. Investigate methods used with respect to the imparting of facts or the creation of vision.

THE TEACHING OF FIRST YEAR LATIN

(Continued from Page 453)

tached sentences, connected reading should run through the book at the end of each chapter or should as a whole form some portion of the volume. These detached sentences! They are not as a rule gems of literature! If only some good, experienced teacher could find time to compile an attractive Latin book which would satisfy all requirements and bear an assurance that it would stand for some time the test of passing and changing years! In regard to pronunciation, an eminent Latin professor says that the Roman pronunciation should be abandoned as it is extremely difficult, brings no compensating advantages, and does bring distinct disadvantages. The English pronunciation, he adds, is honest, is simple, is easily applied, and relieves the beginner especially of one important element of difficulty and discouragement.

With the exception of Greek there is probably no subject in the curriculum whose place has been so severely challenged as that of Latin, one of the studies denominated "hard" by many of our pupils who are struggling to obtain a knowledge of the tongue of ancient Rome. Latin has come down to us through the ages with a wealth of memories and traditions, it has produced some of the greatest pieces of literature which the world possesses, it is the language of Mother-Church which is still retained in the Holy Sacrifice of the Mass. To help save to posterity this heritage of the Catholic Church, this language which was once an international language, is the task of the Catholic teacher who begins Latin with a class. There is no doubt that this task is a difficult one, for Latin is "hard," and it is no simple matter to become fairly conversant, even after years, with the language of a people from whom we are separated by centuries of time and by an "immense intellectual gulf." It is not merely intellectual difficulties with which the student of Latin is confronted, but he must surround himself with the atmosphere of a people widely different from his own, a people who differed in religion, in social life, in intellectual aspirations, in political endowments. He must, therefore not only master the technical difficulties of a speech entirely different from his own, but he must also adapt himself to a new intellectual environment.

This necessity for adaption can prove a veritable fairy wand in the hands of the enthusiastic and capable teacher. Many of our high school pupils come from homes not only humble in themselves, but which shelter within their walls those who are either of limited mental capacity or who have had little or no opportunity for mental development. An occasional recitation period given as a reward for good work might be devoted to "tours" among the great Roman people, once the masters of the world. The pupils can be made to realize that centuries ago a prosperous, clever people conversed in the Latin tongue, traded in the forum with their own and foreign people, lived the active life of a great nation. Picture to these eager, young minds Rome early in the morning with the warm southern sun shining on the marble houses, on the pillared porticoes of the temples. Point out the openings to the quarries from which all this marble was cut and which afterwards served as hiding places for the Christians in time of persecution. Follow the Roman lads on

their way to school and examine the wax writing tablet and the stylus which each one carries in the satchel slung from his shoulder. Take a trip to the amphitheatre; contrast its size and solidity with the buildings of today; stand in the arena and see the cages filled with wild beasts from Asia and Africa; go up among the stone benches and mingle with the slaves and the populace; take a glance at the Vestal Virgins and at the Emperor as the gladiators file by crying "Morituri salutamus." Give an account of the Vestals and their home. Walk through the forum. Note the stores, the Curia, the tables of the money-changers. These are a few of the "Cook's tours" which will not fail to arouse interest in even the normal class. This work will be effectively helped by Perry pictures which can be procured at slight cost. Pupils who show special interest in the work could be formed into a committee to make charts and scrap books of these pictures after the teacher had used them for the expeditions.

Sometimes during one of these "recreation periods" a rapid sketch of a story might be given, a story which has a bearing on some special phase of Roman life, and books for collateral reading could be suggested. In the classroom should be hung a list which would introduce the pupils to such books as Wiseman's "Fabiola," Newman's "Callista," Ascough's "Faustula," Mrs. Dorsey's "Palms," Hart's "Light of His Countenance," Father Martindale's "In God's Nursery," "Goddess of Ghosts," and "The Waters of Twilight," "Dien and the Sybils," "The Vestal Virgins," "The Martyrs of the Coliseum" and "The Victims of the Marmertine" could be added to the list.

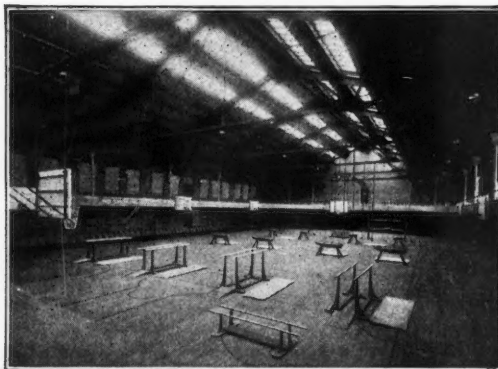
Since Latin helps us to see the real meaning of many English words in daily use, and since it is the key to the meaning of many unusual English words, the derivation and composition of words can be made interesting at an early stage in the Latin course. As a preparation for this work, "Words; Their Use and Abuse" and Trench's "Study of Words" will be of service to the teacher. "The Relation of Latin to Practical Life" by Frances Ellis Sabin, M.A., Assistant Professor of Latin in the University of Wisconsin (published by the Author, Madison, Wisconsin), is a volume which all teachers of Latin will find invaluable. "The Teaching of Latin and Greek" will be helpfully suggestive in methods both for the experienced and inexperienced. From the Latin Game Company, Appleton, Wisconsin, can be obtained the Game of the Latin Noun, the Game of the Latin Verb, No. 1, No. 2, No. 3, No. 4, No. 5, and the Game of Latin Authors. These are drills as well as games. Marion Crawford's "Ave Roma, Immortalis," in two volumes, with its wealth of information regarding Rome, ancient and modern, will repay, and will invite a second perusal of its pages from the Latin student, "Storied Italy," "Italian Yesterdays," and "A Diplomatist's Wife in Many Lands," by Mrs. Fraser, the gifted sister of Marion Crawford, are not only intensely interesting and as charming as "Sunny Italy" itself, but for the Latin teacher who has not had the inestimable benefit of a trip to the land of the Caesars, they will help to create the atmosphere which should pervade the Latin recitation hour.

The successful Latin teacher must come to the work not only well equipped with a mechanical knowledge of the language, but must also bring an intimate acquaintance with the country and the people of the great Roman Empire. "The classics," said a recent number of the America, "have been the backbone of the educational curriculum for centuries; the mental training which they have given has been entirely satisfactory; their value as an offset to the commercialism and materialism of the day is undoubted. In studying the causes of the disrepute into which Latin and Greek have fallen, it might be well, primarily, to investigate the qualifications and methods of the classical teachers. Even the finest instruments produce poor results when handled by the incompetent.

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OUR SISTERS AND LONGER LIFE.

XII (Continued)

By James J. Walsh, M.D., Ph.D.

Mystical Phenomena and Health

IT is easy to understand then that supposed mystical manifestations must be studied very carefully and must be looked upon as more than likely due to some of the curious psychological tendencies that have been studied so much and with such good results in recent years. Even those who are perfectly sane and who have not been the subject of any nervous disturbances may rather readily hear or see things that might easily be considered to have some supranatural significance and yet are only ordinary manifestations due to certain defects in the senses, and to the conditions in which our memory and our senses act together in the securing of information.

Whenever individuals have shown any tendency to what is known in scientific medicine as the psychoneuroses, that is nervous symptoms due to the influence of the mind, all sorts of curious manifestations may be reported by them. The psychoneuroses are really only the old-fashioned hysterias under another name, but that name which in plain English means mind nervousness is descriptive of the condition and its cause. Above all it does not assume as the word hysteria does that such conditions are limited to women for they are not, or due to sex organs for they are quite independent of them. During the war we had many thousands of cases of "shell shock" so called that were really only cases of old-fashioned hysteria in the young soldiers. This experience was shared by all the Allied armies and also those of the Central Powers.

People with hysterical tendencies will often report the seeing and hearing of things for which there is no objective reality. They are not quite responsible for these deceptions, that is in the sense that they must be considered as trying to deceive others, but it must always be kept in mind that they are deceiving themselves and then passing on the delusions. Such patients, for they are really patients who ought to be under the care of a physician, will report the hearing of voices, the seeing of sights of various kinds and the feeling of various more or less inexplicable sensations. They may even inflict rather severe pain on themselves in order to produce what is supposed to be confirmatory evidence. Hysterical girls have been known to put strong mineral acid on their skin to produce a burn that would make them the center of attention and perhaps form confirmatory evidence of their story that someone, spirit or human, was persecuting them in some way. Many of them have been known to inflict wounds on themselves and especially to lash themselves with a whip for the same purpose even to the extent of drawing blood. These have often happened in connection with hysterical patients where there has been no question of communication with spirits but only with the idea of showing how they were persecuted by someone near them.

The extent to which hysterical patients will go in order to attract attention is almost unbelievable. We have cases for instance on record in medical literature in which young women put furry caterpillars of the brown hairy variety into their mouths just before the doctor came to visit them, in order that they might expectorate them in his presence and make him believe that there was some sort of very serious disturbance going on inside of them which led to the breeding of caterpillars. Some of them have been known to put excrement into their mouths for the purpose of bringing it forth at the proper moment for the doctor or bystanders to see it and commiserate them. A large number of them in the history of such things have been known to deceive parents by pretending that they did not take food, and several of the "fasting phenomena," so-called, that is young women who were supposed not to need to eat anything, have actually starved themselves to death when a guard was put on them and they could not obtain food surreptitiously as they had been doing before. In any number of cases hysterical young women have found some means of making the thermometer employed to take their temperature register such high degrees as 110°, 125°, 150°, or even as high as 170° in one reported case. For such temperatures special thermometers have to be provided. Almost needless to say such temperatures are quite incompatible with the continuance of life and its processes. The human blood coagulates at about 108°, so that higher temperatures than this make

death inevitable and the thermometer record of the hysterical patients represented not body temperature but something quite different. In a half a dozen of these cases recently patients have been found applying the bulb of their thermometer to a hot water bag they had in bed with them or to a coil of steam pipe which ran down behind the bed or to something else of elevated temperature that made a very high record on the self-registering thermometer.

Fortunately there are certain signs called stigmata which enable us as a rule to recognize hysteria rather readily. In hysterical patients the eyeball is likely to be quite anesthetic that is insensitive to irritation, so that a thread may be drawn across even the cornea without producing a spasm of winking. The back of the throat is likely to be very insensitive to touch, so that the handle of a spoon or a tongue depressor may be pushed against the fauces without producing any violent reaction. Still more important signs, because they cannot be produced voluntarily, are the reversal of the color fields of vision so that the red field instead of being narrower than green as is normally the case is wider, or intense narrowing of the whole field of vision so that sight is only in the immediate vicinity of the *macula lutea* or yellow spot of intensest vision and there is little or no vision over the rest of the retina. Where such signs are present the person who has them is definitely hysterical, that is, is a sufferer from a disturbance of the nervous system due to some mental idea that impresses them very deeply. Phenomena that he or she reports must not be taken too seriously as a rule. Indeed thoroughgoing neglect of them is very probably the best possible treatment, but of course each individual case must be studied on its particular merits.

Such tests need to be made as a rule by a physician but some of them are simple enough for a trained nurse or a trained attendant on the sick to be able to make them quietly without attracting the patient's attention to any extent. The findings may orient the case better. Hysterical people are also likely to have patches of anesthesia on the skin, that is superficial skin areas in which the prick of a pin is scarcely felt. On the other hand, they may have patches of skin that are intensely hyperesthetic or supersensitive and the slightest touch on them may cause a rather violent reaction. These patches especially of anesthesia were often seen and noted on the persons of the so-called witches during the period of the witchcraft delusions and trials. They were said to be the result of the touch of the devil and therefore were considered as almost damning evidence of communication with his Satanic majesty. They are, however, only conventional hysterical manifestations that enable the physician or trained medical attendant on such a case to understand the patient better.

There are some more striking manifestations than merely the subjective hearing of voices or the seeing of visions. Occasionally young members of the community display some form of what Father Thurston, the English Jesuit, groups under the general term of "blood prodigies." These consist either of the stigmata, as they are called, or some other mode of bodily sympathy with the Savior and His Passion that leads to the appearance of bleeding. The stigmata properly so-called represent the bloody wounds made by the nails in the hands and feet of the Savior and by the Roman soldier's spear in His side. Sometimes all these will bleed either at regular intervals or perhaps on Friday at three o'clock, the hour of the Passion, or sometimes during Benediction or the like. Father Thurston who is noted for his critical acumen in these matters points out that there have been a number of counterfeits among these people affected by the blood prodigies. Sometimes the stigmatized have been discovered causing themselves to bleed. In one rather well known case where a surgeon asked to be allowed to bandage the hands on Friday at noon, the bleeding came on promptly at 3 P.M. in spite of the fact that the hands were covered. The surgeon then asked permission to bandage the hands once more but this time he pasted to the bandage a strip of tissue paper. This was exactly the color of the bandage material, so it passed without notice. There is a great difference however in the reaction of bandage material and tissue paper to pin or needle pricks. In the bandage the resiliency of the material closes up whatever hole is made, but that is not true in the paper. The surgeon found a number of pinholes, perhaps needle holes, in the tissue paper, to account for the cause of the bleeding.

One or two recent stigmatisés, especially one who attracted a great deal of attention in Belgium during the war, turned out afterwards to be a foreign spy and a woman of no reputation. Subsequent to the war she was in jail for getting money under false pretenses though for a time she had been considered by some very prominent Church dignitaries as representing a very wonderful example of religious manifestations. The Church itself has been very slow to stamp with approval these manifestations and a thoroughly expectant attitude, waiting for several years always before any definite decision in the matter is come to, would seem to be much the better way of dealing with these persons. It avoids the always present danger of being deceived by an hysterical person who may not be deliberately trying to deceive but who is herself deceived and can scarcely help what she does.

(To be concluded in April issue)

TEACHING OF RELIGION

Defects of Technique

By Rev. C. P. Bruehl, Ph.D.

WHEN a new technique of teaching is introduced, it usually lacks that fine balance which comes only as the happy result of proper adjustment. A new technique as we have previously seen has this natural disadvantage that it constitutes a reaction against a method that has outlived its usefulness. This revolutionary trait inherent in any innovation is the cause of a certain onesidedness and overemphasis that are difficult to avoid. It is this fact that gives to conservatism its right to exist and its eminent usefulness. The legitimate function of conservatism in progress is to reduce the new to the right proportions consonant with reason and good taste. Clashes under these peculiar circumstances are inevitable, for, in view of the essential imperfection of man, both the conservative and the innovator will be inclined to go too far. The impatience of the innovator will make him scornful of the conservative and the exaggerated circumspectness of the conservative will render him hostile to any new scheme that deviates from the beaten track, which alone he regards as safe. As things progress the radicalism of the one and the hostility of the other gradually wear off, and the new technique considerably modified by mutual compromise come into its own. After all the delay caused in this manner is only temporary nor is it in any way tragical. It so happens that much of the old that was really good is salvaged and that the new is pruned of its disfiguring exaggerations. Hence, tolerance and sympathy ought to prevail between the innovator and the conservative, because they are indispensable to each other.

If the old method accorded the chief part in the teaching process to the teacher, the new method has shifted the emphasis and assigns the main part to the child. It is no longer the teacher that teaches, it is the child that teaches itself. The teacher assumes the humbler role of merely guiding the activities of the child and supervising them. He is supposed to do nothing for the child which the child can do for itself. To a certain extent this is excellent. There has been, especially in religious instruction, too much teaching that actually stifled every initiative and crushed all personality. Withal there are limits to this method. These limits the advocate of the new method does not always clearly recognize. Teaching is to save the child a number of useless experiences which lead to no gain. These experiences the older generation had to undergo, but there is no adequate reason why they should be repeated. Instruction must provide short cuts which save both time and energy. It leads to the goal more quickly than individual effort, but this it can do only if it not merely directs activity but, at least in some cases, furnishes a ready made mental content which is to be absorbed by the child. If anywhere, this is particularly true in religion. Here, there can be no question merely of finding. Here the content is given and must be taken as it is. It may even be exceedingly dangerous to leave the child under the impression that it has by its own efforts come to the perception of a truth, since such an impression may lead to a species of rationalism. Our religious instruction deals with supernatural and revealed truth, and the earmarks of such truth are that they do not result from the human mind but that they descend from heaven. The heart of supernatural religion is the mystery, that truth which transcends human understanding. Whatever technique is employed must be careful not to obliterate



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or to obscure this mysterious character or revelation. A technique that assigns too large a part to the selfactivity of the child, however, is somewhat prone to do this very thing and thus to work untold mischief. Regard for the supernatural character of revealed religion will inspire us with great caution and make us apply to the selfactivity methods those correctives which the peculiar nature of the subject requires.

Spontaneity, which is so strongly stressed in the modern methods, has its rights. Yet man is not all spontaneity. There is to him a distinctly passive and receptive side. To cultivate the one to the detriment of the other is to produce an ill balanced personality. In moral education, for example, it is well to utilize the natural good impulses which are our native endowment. Careful winnowing, however, is absolutely necessary, since all our native impulses are not good. With the cultivation of the spontaneous, accordingly, no small amount of repression must go. From this repression moderns are trying to get away. They are fascinated by the idea of spontaneity and see the salvation of mankind in educational methods which give to this spontaneity the fullest conceivable scope. A little observation will quickly convince us, however, that in this direction modern pedagogics has not produced the best results. The principle of spontaneous development, albeit partially right, cannot be the only principle to dictate our educational methods. It must be duly supplemented by a method that takes into account the receptive side of human nature. Hence, a recent writer on the methodology of religious training says: "The new self activity method has rendered an invaluable service to religious instruction by bringing to the fore the principle of spontaneity and awakening and systematically strengthening the spontaneousness of religious life; but it must evolve into a more comprehensive method which also meets the receptivity in our nature, which is not less evident and real than spontaneity. Such a method ministering to this double phase of human nature would no longer be onesided and partial, but would in the truest sense constitute a total reform." It is overshooting the mark to view man as active and to ignore the plastic side of his nature. Plasticity, however, is not merely directed, it must be actually shaped and patterned from without. The mind of man also is in part merely passive and plastic; to that extent, it must positively be influenced by the teaching process. A number of truths will always have to be simply proposed to the child for assimilation. The old methods devised for the communication of these truths are not entirely out of date. They still may be very profitably employed.

The other day I had the privilege of assisting at a catechism class conducted by a venerable old sister, whose years of formation lay in the past when the modern methods were as yet unknown and who as a consequence was untouched by them. What struck me was that her methods did not at all impress me as antiquated, outgrown and musty. On the contrary, they had an undeniable freshness about them and appeared to be very effective. It was obvious that her method of teaching really did contain the germs out of which the modern methods developed. A little emphasis here and there would have imparted to her class the air of perfect modernity. A subsequent talk with the experienced nun made it clear to me that she had not only unconsciously but consciously always been guided by these very principles which are put forth as the discovery of our days. There was in this class none of that stifling of spontaneity which is usually associated with the old school. The minds of the pupils were afforded every opportunity to bestir themselves and to reach out to the truth. Personal religious experience was not excluded nor was any avenue of approach to the heart and will of the child neglected. On the other hand, it remained perfectly plain that the teacher aimed at communicating a very definite doctrinal content. She not only directed the activities of her pupils, but she actually put something into their minds. These old methods are much nearer to the new ones than many are prepared to admit. The fact is that so many are entirely too much impressed by the discoveries of modern pedagogics, so that they fail to see that the old methods contain the new ones in a germinal state. A contemptuous attitude is advisable neither towards the old nor the new. In both cases we need judicious discernment and independence of thought. Uncritical admiration is never very helpful. A keen sense of proportion is a

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saving grace in education and prevents grotesque distortions and onesided exaggerations.

Of course, if the old system had been what it is in the minds of some of its antagonists, it surely deserved to be condemned as radically bad and should be thrown out root and branch. Here is such a description, which, however, is anything but true. "But supernaturalism starts with distrust of human nature. That being so, the function of education is not to guide the child in the path of selfdevelopment, but to lead him out of that path, to lead him into the path of strict obedience to (what is ultimately) supernatural direction. The education which the Church has practiced for more than a thousand years, is on principle dogmatic, dictatorial and severely disciplinary, the discipline which it enforces being that of quasi-military drill.... That such a system of education, a system in which everything that really matters is done for the child, in which he is not allowed to do anything for himself that his teachers can do for him, not allowed to choose or even to digest his own mental and spiritual food, not allowed to give free play to his natural powers and tendencies, not allowed (one might almost say) to exercise the organs, the nerves or the muscles of his soul—that a system so rigorously and so systematically repressive must tend to arrest, and therefore to distort, the growth of the soul, is an obvious truth which some at least of those who are interested in education are at last beginning to realize." (Edmond Homes, *Two or One? A defense of the Higher Pantheism*, in *The Hibbert Journal*, April, 1926). By all means such a system should be abolished. Not for a moment longer should it be tolerated in religious education. Only, it is rather doubtful whether it ever existed. It is quite sure that it never was the system that commonly prevailed in Catholic schools.

THE CHILDREN'S CHOICE

(Continued from Page 462)

Guard well your childish ways;
Kneel down each morn and ask of God
That He may bless the way you trod;
Then offer Him your little heart,
From bad companions, keep apart;
Think often of your Angel who
Is by your side the whole day thru.
Whine not nor pout, but rather sing,
And the best of times will Vacation bring.

All sing a vacation song during which Vacation is crowned. To the rhythm of the music, all depart following Vacation who beckons them away.

(End of playlet)

SONGS

"Little White Butterflies," page 31. "June," page 24. "Summer is Coming" (Springtime), page 47. "Birdies get the Crown" (Dandelion), page 19. "Sweet Summer" (Sweet Springtime), page 12. "Who Comes A-sailing Over the Blue" (Sailor Boys), page 14. "Bird Song" (The Swing), page 6. "Vacation Song" (Marching Song), page 20.

The above melodies are found in Churchill-Grindell Songs, Volume II.

The melody sung by the little flower children is that of "Voices of the Wood."—Rubenstein's Melody in F. A pretty little introduction to it is given under the title "Spring," by George Spencer, in the May number of the "Etude" 1916.

Summer is Coming

I.

Sung to "Springtime," page 47

Summer is coming, oh, summer sweet,
Summer when birdies sing, tweet, tweet, tweet,
Summer is coming, oh summer dear,
Summer with flowers and butterflies here.

Chorus:

Summer is coming the woodlands are green,
Welcome, oh welcome, to dear Summer Queen;
Birdies and bees, and butterflies gay,
All join in our welcome to Summer to-day!

II.

Bringing us beauties, bringing us joys,
Yes, she is coming, the Summer Queen dear,
Beloved by the girls and beloved by the boys,
Summer the very best time of the year!

Bright, beautiful books to make music and classwork like play



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"Sweet Springtime," page 12, should be changed to "Sweet Summer" and "Apple Blossoms" in second stanza to pretty "Blossoms."

Who Comes A-Sailing Over the Blue

Sung to the melody of "Sailor Boys," page 14
Who comes a-sailing over the blue
In fleecy ships of gold
All filled with blossoms of wild flowers sweet,
To scatter o'er the world?
Upon the hills and thru the dells,
The fairy flowerets ring their bells,
And children's wee feet, go out to meet
The Summer Queen so dear

Refrain:

Oh Summer Queen, we welcome Summer Queen,
Oh Summer dear, Queen Summer now is here!

Bird Song

I.

Ho! for the birdies, of every hue,
Coming to sing for you, for you,
Redbirds and yellow, and blue, and blue,
Coming to sing for you.

Refrain:

Singing, singing in the breeze,
Tweet, tweet, tweet,
Singing, singing in the trees,
Singing, so sweet, sweet, sweet, sweet.

II.

Far from the southland, we flew, and flew,
Coming to sing for you, for you,
Birdies all love you, sweet Summer dear,
List to our songlet of cheer.

Vacation Song

I.

La, la, la, la, la, La, la, la, la, la,
Vacation now is here,
La, la, la, la, la, La, la, la, la, la,
The best time of the year!
Oh, come let us go with her you know
To fields and woods, up hill and down,
Vacation dear, the Children's Choice,
Vacation gets the crown!

II.

La, la, la, la, la, La, la, la, la, la,
Oh, come away, away,
La, la, la, la, la, La, la, la, la, la,
Vacation wins the day!
Oh, let us sing with glad some voice,
Sweet summer joys are here,
But best of all Vacation dear,
She is the Children's Choice.

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In a city of the Middle West, a large sign catches the attention of the automobilist and other drivers approaching a large hospital. It reads: "Hospital Zone: Please Avoid All Unnecessary Noise." And after the vehicle has passed the hospital, and come in sight of the reverse side of the warning there appears, in large letters, the legend: "Thank You."

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Twenty-ninth Article of the Series

Credo

This word comes from the Latin "credo," I believe, and the Credo is an abridgment of the truths which we must believe. The Nicene Creed was introduced into the Roman rite in the eleventh century. It is omitted in Masses of martyrs, confessors and female saints, except the Blessed Virgin and St. Mary Magdalen; and in votive and Requiem Masses it is not said. At the words, "Et incarnatus est," the priest makes a genuflection, and when the Credo is sung, all in the sanctuary except the celebrant, kneel to adore the Word of God humbling Himself in the mystery of the Incarnation.

Oblation Includes

1. Offertory prayer.
2. Offering of bread and wine.
3. Lavabo.
4. Orate, fratres.
5. Secret.

Offertory Prayer

This is an anthem which the priest recites and the choir chants after the Gospel or Credo. It was St. Augustine that instituted the practice of singing psalms during the Offertory; at Rome verses were sung. The Offertory prayer indicates the spirit of the mystery or of the feast which the Church is celebrating.

Offering of Bread and Wine

First—The priest takes the bread and offers it to God, saying the prayer beginning, "Receive, O Lord," etc.

Second—The acolytes bring from the credence table the cruets filled with water and wine. In ancient times in royal or noble houses there was a credence table on which the different dishes were placed, after a trusty servant had attested his belief, "credencial," that they were not poisoned. The priest standing at the Epistle side of the altar pours from the cruet some wine into the chalice, after which he blesses the water with a short prayer, and pours a little of it into the wine, a symbol of the two natures in Christ, and as a remembrance of the blood and water which flowed from His sacred side at the crucifixion. The priest returns to the middle of the altar, and there offers the wine in the chalice to God, saying the prayer beginning, "We offer unto thee, O Lord, the chalice of salvation," etc.

At a Solemn Mass the celebrant incenses the offering, the cross and the whole altar.

Lavabo

The word "lavabo" means "I shall wash," and this part of the Mass is so called because, while the priest is washing his fingers at the Epistle side, he recites the psalm beginning with the word "Lavabo." A prayer to the Most Holy Trinity is then said. This prayer came into general use only after the revision of the Missal in 1570.

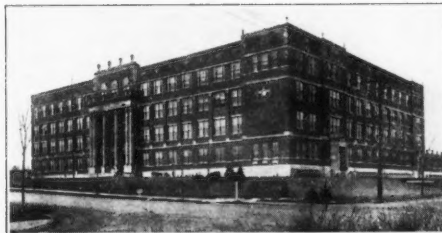
Orate, Fratres

After the above mentioned prayer, the celebrant kisses the altar, turns to the faithful, and says "Orate, fratres," etc., which translated is, "Pray, brethren, that my sacrifice and yours may be acceptable to God the Father Almighty." This was introduced into the Mass about the fourteenth century. The acolyte responds, "May the Lord receive the sacrifice from thy hands to the praise and glory of His holy Name, to our benefit and that of all His Holy Church."

Preface

The word "preface" comes from the Latin word "Praefatio," meaning a formal announcement, and the term is used because the Preface announces and introduces the solemn part of the Mass, the Canon. The Preface is a prayer of thanksgiving, and in it the Church imitates our Lord, who at the Last Supper took bread and wine and gave thanks. The Roman Preface is variable, and in the

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Since there is a tendency everywhere among school people to reduce rather than increase the number of school subjects in the grades, and since nature study and health education are so closely related, it seems the part of wisdom to combine these science subjects.

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early ages there was one special for each Mass. In the Roman missal, now we have thirteen different Prefaces—the latest being those for Requiem Masses, and for feasts of St. Joseph prescribed by Pope Benedict XV. In each of these Proper Prefaces an allusion is made to the Mystery or feast of the day. The Preface concludes with the "Sanctus, sanctus, sanctus, Dominus Deus Sabaoth," meaning hosts or armies, in Hebrew. It has been used in the Mass since the fifth century. The Council of Vaison (422), ordered it to be said at all Masses, even at those for the dead.

Canon Includes

- First—Prayers that precede the consecration.
- Second—The formula of consecration.
- Third—Prayers that follow the consecration.

Prayers that Precede the Consecration

1. "Te igitur" is a prayer in which the priest begs God to accept and bless the offering, and then he makes intercession for the pope, bishop, and the faithful.
2. Memento for the Living, which is a prayer for those living for whom he is offering up the sacrifice, and also for those who assist at it with piety.
3. "Communicantes." This is a prayer commemorating the Blessed Virgin, most of the Apostles, and twelve male martyrs, all Romans except St. Cyprian.
4. "Hanc igitur." In saying this prayer the celebrant extends his hands horizontally over the bread and wine, begging God to accept this oblation and to deliver us all from eternal damnation, and to number us among the elect.
5. "Tuam oblationem." This is an invocation to God asking Him to bless, approve, ratify, and accept this oblation that it may become to us the Body and Blood of His well beloved Son Jesus Christ our Lord. In saying this prayer, the priest makes the sign of the cross three times over the Host and the chalice together, and once over the host and the chalice separately.

Consecration

The consecration begins with the words "Qui pridie," which reproduces the history of the Last Supper.

Words of consecration are. "Hoc est enim Corpus Meum," for this is My Body. After the priest has pronounced these words, he kneels, adores, and elevates the consecrated Host. Then, after recounting what Christ did in regard to the chalice, the priest says these words over the wine: "For this is the Chalice of My Blood of the New and Eternal Testament; the Mystery of Faith which shall be shed for you, and for many, for the remission of sins." "As often as ye do these things, ye shall do them in remembrance of Me." Here the priest genuflects, adores, and then elevates the chalice.

Fortescue says in his work on "The Mass": "The practice of elevating the Blessed Sacrament immediately the words 'Hoc est enim corpus meum' had been spoken, developed as a sign that the bread was consecrated." Eudes, Bishop of Paris (1196-1208), was the first bishop who ordered the elevation of the Host. By the end of the thirteenth century, the practice of the elevation of the Host had spread all over the West. The elevation of the chalice followed, but less universally, this having been due apparently to the fact that one sees the Blessed Sacrament at the first elevation, but does not see the consecrated wine at the second.

The genuflection of the celebrant before and after each consecration did not become a part of the rite, at least officially, until it was commanded in the Missal of 1570.

The great desire of the people of the Middle Ages to see the Blessed Sacrament at the elevation, caused the custom of ringing the bell—at first to call people from without to see it. In those days the server at Low Mass rang a little bell through the low side window, just before the elevation, that people might enter the church in time. Our present reformed Missal determines thus the ceremony of ringing the bell. The server rings a little bell with his right hand thrice at each elevation. The third ringing should take place, not at the final genuflection, but sooner, when the Host or chalice is replaced on the corporal. At Rome there is no bell at High Mass.

In past years there was much discussion as to what the faithful are to do at the elevation. As the reason for the ceremony of the elevation is to show the Blessed Sacra-

(Continued on Page 479)

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BREVITIES OF THE MONTH

Georgetown University, Washington, D. C., has banned the "flapper type" of female impersonations by student actors. Psychological reasons are given for this edict.

Fifteen students of St. Thomas Business college, Rockford, Ill., were awarded prizes by the Underwood Typewriter company for proficiency in type-writing at the end of the first semester.

Much interest is manifested in the decision of the Attorney General of Michigan holding that Bible reading and the teaching of religion in the public schools is unlawful under the state constitution.

Receptions of Holy Communion by students of Notre Dame University, which have always been notably high, took another increase in the last scholastic year, reaching the remarkable average of 1,150 daily. The previous year the average was 1,028.

About 400 alumni of St. Mary's College, Oakland, Calif., recently passed through the halls and corridors of the "Old Brick Pile" for the last time. The occasion was the fiftieth anniversary of the first graduating exercises. The new school buildings at Morago, will be ready next September.

More than one thousand high schools throughout the country, but notably in the middlewest, have been invited to participate in the sixth annual Marquette University National High School Relay carnival to be held in the Marquette stadium, Milwaukee, Saturday, May 5.

His Holiness Pope Pius XI, by a special Apostolic Letter addressed to His Eminence George Cardinal Mundelein, Archbishop of Chicago, has instructed him as Catholic Bishop of Chicago, to contract for and sign a series of notes up to \$1,500,000 for the construction of the new home of the College of the Propaganda in Rome.

Ten Catholic nuns, unable to hear him in public concerts, heard in a private recital in Minneapolis, February 21, the playing of Ignace Jan Paderewski, the pianist. Departing from a schedule that keeps him, at 67, in condition for a strenuous concert tour, the famous pianist arose three hours earlier than usual to play for the nuns in his private car there.

A Catholic High School Library List, the first work of its kind ever produced, has been published by the N. C. W. C. Bureau of Education. The list, designed for the guidance of Catholic high schools in the formation of libraries, catalogues 3,000 books, with annotations, making of those that are immediately necessary, those that should be obtained at the first opportunity, and those that may be acquired at leisure.

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EDITORIAL COMMENT

The Elective System's Collapse

According to Robert M. Kelly, Permanent Executive Officer of the Association of American Colleges, who has written at some length on the subject for the New York Times, the elective system, by which each seeker for higher education constructed his own curriculum, has collapsed, though the practice of rigid adherence to the stereotyped, unyielding and archaic curriculum which it succeeded has by no means returned.

Experience with the Eliot plan demonstrated that it did not work well in practice. Mr. Kelly explains:

"Student interests proved not always highly intellectual or ethical. The new movement led to consequences sometimes beneficial, sometimes disastrous—as revolutions generally do. Some professors were found to be more amiable than others in dispensing passing marks; some classes met at more convenient times and seasons than others, with a resultant over-population not conducive to the best results. Many students developed high initiative in discovering the paths of least resistance. Many programs became scrappy and superficial. It would be unfair, however, to charge up the collapse of the free elective system wholly to the long-suffering student. The faculty took a hand also in bringing about chaos. They deliberately organized themselves into departments, each undertaking to supply a complete education. *** The result was that the digestive apparatus of many students was upset."

Individuals among the student body, as well as faculty members, revolted against what Mr. Kelly calls "the hodge-podge" that resulted from the elective system. As to what is now coming in he observes:

"Perhaps the present effort of forward-looking colleges may be summed up in this way: The twentieth century college is attempting to help the student in three ways—in discovering his own capacities and interests, actual and potential; in revealing to him the implications of those capacities and interests, and in contributing to their realization."

The greater part of his paper is devoted to a report in considerable detail of the practice, experimental to a certain extent, in vogue at a number of educational institutions, many of which admit that they are feeling their way, and he concludes as follows:

"All colleges recognize the difference between the needs of freshmen and sophomores on the one hand and of juniors and seniors on the other; they recognize the desirability of a certain degree of concentration during the last two years, and that through it all there must be the highest degree of unity possible. Provision is being made that the student may know his own language; that he may know something of one or more foreign languages; that he may prepare for 'intellectual and moral leadership' by knowing the eternal thoughts and aspirations and achievements of men as they are preserved in the literature of these languages; and that he may have some grasp of the movements of the civilization of his own time. Builders of the modern college curriculum intend that the student shall have some familiarity with certain methods—the scientific method, the historical method, the method of criticism. Above all else he should know and be able to use the method of creation, which consists in recognizing differences and then resolving them into a larger whole and making them over into vital human forces. If the college can give him the mastery of these tools and these methods it will certainly help him to be a creator and will somewhat have justified its curriculum. These are the chief administrative means, the chief external devices. But it remains true now, as it always has, that the chief means of inspiring students to four years of intellectual adventure is to bring them within the sphere of influence of the warmth and light of devoted intellectual and spiritual personalities, some one or more of whom are found in almost every college faculty."

Study of the history of education often brings to light that what is heralded as novelty usually consists in fact merely of the shifting of emphasis, or at most of the importation or revival of principles and practices well known in other or former times. Certainly there is a loud echo from sources of wisdom antedating the era of President Eliot in the announcement that the chief means of inspiring students is to bring them within the sphere of influence of "devoted intellectual and spiritual personalities." This, indeed, has been and is the object held in view by those responsible for founding and maintaining the Catholic educational establishments which have done so much for intellectual and moral culture in the United States.

The Geography Class

One of the indirect results of Lindbergh's aeroplane flight across the Atlantic may be to direct the attention of teachers and students of geography to the use of the globes. Two or three generations ago "the use of the globes" in many schools occupied the position of a distinct branch of study, having its recognized separate place in the curriculum, whereas at the present time geography is taught largely or wholly with books and maps.

Entire dependence upon maps is responsible for erroneous notions regarding the relative positions of cities and countries. No one would suppose, for instance, if he confined his researches on the subject to glances at the maps, that the route which Lindbergh followed is 473 miles shorter than the route by way of the Azores.

The bee-line which Lindbergh adhered to cannot be taken by ships, because part of it runs over land. Starting from New York, the aviator went across New England to Canada and Newfoundland, thence to Ireland and over the southwestern tip of Great Britain to France. A bulletin of the National Geographic Society explains:

"The reason for this is that, in the higher latitudes, the shortest distance between two points, because of the earth's curvature, is not on the east and west parallel but on the arc of a circle which would divide the earth into two equal parts and pass through the points in question. A simple way to prove this is to take a piece of string and apply it to a globe. That piece of string will reveal more amazing facts about oceanic commerce than volumes of trade statistics. It will show why Norfolk, Va., is a normal coaling port for all Europe-bound vessels out of our gulf ports. It will show why a vessel sailing from Seattle to Yokohama would be wrecked upon the foggy and rocky shores of the Aleutians if it tried to take the shortest run across the Pacific. Look at a map of the world and it seems as if Lindbergh's shortest course would be to fly out in an easterly direction from New York and past the vicinity of the Azores, irrespective of whether he wished to alight there or not. Again apply your string to a globe and you will find that the flying distance from New York to Paris via the Azores would be 4,107 statute miles, whereas a course outlined by a string to Paris across New England, Canada and Newfoundland, and south Ireland, the way Lindbergh flew, would be 3,633 statute miles."

"Idiom" and "Usage"

Discoursing in the Chicago Tribune on "Idiom," Wallace Rice asserts that "idiom is either ignored in our grammars or held in disrespect and for correction." He further asserts that "idiom, upon occasion, rises superior to grammar and logic," and asks, "Doesn't it seem worth considering in our schools?"

Evidently with no disdain for paradox, Mr. Rice makes these affirmations:

"Idiom differs upon occasion from grammar and from logic. It may be grammatical or logical or both, or ungrammatical and logical, or ungrammatical and illogical; yet is good English. It follows further that a given locution may be grammatical and not good English, logical and not good English, grammatical and logical and still not good English. It is no proof of the incorrectness of an idiom to show that it is ungrammatical or illogical, or both; while it is proof of incorrectness to show that, however grammatical, however logical, it is not idiomatic. Idiom, then, upon occasion rises superior to grammar and to logic."

He cites from Webster's Dictionary definition of idiom in the broader meaning of the term—"the syntactical or structural form peculiar to any language," and then, from the same source, reproduces these definitions of idiom in the senses in which the word is usually employed: "An expression conforming or appropriate to the peculiar structural form of a language. An expression that is peculiar to itself in grammatical construction; one the meaning of which as a whole cannot be derived from the conjoined meanings of its elements; thus, 'Monday week' is an idiom signifying 'the Monday a week after next Monday'; 'many a' is an idiom signifying 'many taken distributively'; 'how are you?' is 'what is the state of your health or feelings?'" From the "Dictionary of Modern English Usage," he quotes the statement that "grammar and idiom are independent categories; being applicable to the same material, they sometimes agree and sometimes disagree about particular specimens of it . . . ; the fact is that these are distinct, but usually in alliance."

Reading these citations carefully, it will be seen that there is room for argument as to whether the authorities to whom he appeals support Mr. Rice in his exaltation of idiom at the expense of grammar and logic. He is not alone, however, in challenging the findings of grammarians. Professor Lounsbury, it will be recalled, delighted in defending such phrases as "It is me," on the ground of usage. By the way is there not a point of view from which "usage" and "idiom" amount to pretty much the same thing? Grammarians and schoolmasters generally bow to usage only when they regard it as good usage.

If formal reply were made to Mr. Rice's inquiry whether idiom seems worth considering in the schools, it might be truthfully affirmed that idiom is considered in the schools, but it is considered seriously, with a view to instruction, not frivolously and chiefly for the purpose of producing confusion.

A Lesson from "Lindy"

The validity of the old saying that "many a true word is spoken in jest" received an illustration the other day, when Will Rogers, the professional humorist, commented on the report that Lindbergh was "showing signs of nervousness"—that the king of aviators had been seen picking up books and laying them down without reading them.

Rogers said that he had seen Lindbergh do this at the embassy in Mexico, and had remarked to himself, "There's another example of this boy's splendid judgment." "If he had read any of the books he picked up," Rogers added, "I should begin to have doubts about his condition. If more people laid down books without reading them, we would have more Lindberghs and fewer Loebes and Leopolds."

There are elderly people as well as members of the younger generation who would do well to train themselves in the excellent habit of resisting the lure of books not worthy to be read. Never before were there so many books of this description as there are today. Some are positively pernicious, others only frivolous and silly. All are to be avoided, for to read the best of them is to waste valuable time. Good books are easily accessible. Surely no one makes a mistake in resolving to read good books and no others.

"PLAY IS A CHANGE OF OCCUPATION"

(Continued from Page 456)

I once had occasion to enter the class room of a teacher who "had her eye on the times" and who appeared equal to any emergency. The pupils had just finished a written test in arithmetic, and they showed they had worked hard. I wondered what would come next; but I had not long to wait. In a pleasant tone she told the class to rise, reach for helmets and adjust; one-two; put on leggings-stop-fasten-one-two; run to aviation field, look for weather signs, turn right, left; examine engine,—down, start engine—take wheel,—pupils sit and grasp imaginary wheel; airplane starts—stand-ready-go; body bends, right-left; finger tips touch floor; plane descends; run around room;—breathe in-out—glad we are all safely landed in the Shenandoah. This was a tactful teacher. The pupils' faces were all aglow. That teacher kept abreast with the times, (the ill-fated airplane had that very week had its full share of publicity in the daily papers.) The class enjoyed pleasant relaxation after tedious work, and they were ready for a geography lesson, "Means of Transportation," which was developed from this mimetic play. On leaving that class one of the enthusiastic visitors remarked, "How true it is that school is what the teacher makes it!"

In conclusion, since play is a very necessary factor in the physical and intellectual well-being of the child; since it forms useful habits, and moulds character; since well organized play creates a good spirit between teacher and pupil on one hand and between teacher and parents on the other; since it is natural to a child to play; then work and play should wisely alternate, in school and out of school; and consequently, play is truly a change of occupation.

Warning! Beware of Magazine Agents.

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THE WRITING OF A DISSERTATION III. LIBRARY SCIENCE

By Burton Confrey, M.A.

(Continued from February Issue)

Specific examples of omissions in certain encyclopedias or even in the *New English Dictionary* arouse interest in searching for more. The question of prejudice in the *Britannica* gave rise to this list of references: *America* 5:293, 365, 394, 413, 470, 473, and 512. (All these appeared in 1911). A later reference to *America* (35:570, September 25, 1926) and a review in the *Catholic World*, 125:565, July, 1927, discusses the last addition to the set.

We find it necessary also to explain the divisions of the page in *The Catholic Encyclopedia* so that the student realizes that 107c means the top of the second column on page 107, while 107d would refer to the bottom of the column.

Special Reference Books

For convenience the books discussed under this head will be grouped according to the Dewey Decimal System. You will find them so arranged in the Reference Room of Lemonnier Library.

100—Philosophy

Baldwin, J. M.—*Dictionary of philosophy and psychology* in 4 volumes. Covers more than the title suggests. It includes many of the principal conceptions of mental pathology, neurology, physical science, education, and so forth. Very useful and authoritative. Articles are concise rather than exhaustive, and are signed. Covers the whole field, but it is more complete on modern thought than for some of the earlier aspects of the subjects. It does not attempt to cover the whole of Greek and Scholastic philosophy. Includes brief biographies of dead philosophers. A feature is the inclusion of French, German, and Italian equivalents for English terms.

200—Religion

Hastings, Jas. Ed.—*Dictionary of the Bible* in 5v. A complete dictionary of the Bible, intended for the general reader as well as the professional Bible student. A less pretentious work than Cheyney and Black's *Encyclopedia Biblica* (4 vols.) Cheyney and Black was prepared through the co-operation of many foreign scholars, and appeals more especially to scholars and specialists. Hastings can be had in one volume edition. This one volume is not a condensation of the larger work but a new work.

Hastings, Jas. Ed.—*Encyclopedia of religion and ethics* in 12 volumes. This contains articles on all the religions of the world and all the systems of ethics. It also includes material on persons and places famous in the history of religion and morals. Considerable attention has been given to topics which have an ethical or religious aspect. It is arranged alphabetically.

Mathews-Smith—*Dictionary of religion and ethics*.

Schaff, Philip Ed.—*Schaff-Herzog encyclopedia of religious knowledge* in 13 volumes. This work is much the same as the Hastings. It has an index in Vol. 13 which is useful in getting at all the important references on a subject. Not so biased as Hastings for Catholic matter.

Vigouroux—*Dictionnaire de la Bible*.

There is a new French series in process of publication called the *Encyclopedia of religious sciences*. Four volumes have appeared. It is found in very few libraries in this country because of its cost.

Volume 1—*Dictionary of Christian archaeology*.

Volume 2—*Dictionary of history and of ecclesiastical geography*.

Volume 3—*Dictionary of Catholic Theology*.

Volume 4—*Dictionary of the Bible*.

The volume in preparation now is the *Dictionary of Canon Law*.

Concordances of the Bible

Cruden, Alexander—*Complete concordance of the Holy Scriptures of the Old and New Testament*. This is a dictionary of all the words of the Bible arranged alphabetically with references to the various places where they are to be found. Compares the several meanings of the same words. It is in

three alphabets: (1) Common words; (2) Proper names; (3) Apocryphal books.

Strong, James—*Exhaustive concordance of the Bible*. The most complete concordance, giving every word of the text of the common English version and a comparative concordance of the authorized and revised versions, with brief dictionaries of the Hebrew and Greek words of the original with reference to the English words. (In the appendix). 47 very common words are cited by reference only and are not given in the main concordance.

Creeds

Schaff, Philip—*Creeds of Christendom*—3 volumes. A history of creeds church by church with the full text of all the creeds of all the churches giving the Latin or Greek text with a translation into English.

Hymnology

Julian, John—*Dictionary of hymnology*. Deals with the origin and history of Christian hymns of all ages with special reference to those in the hymn books of the English speaking nations. Arranged alphabetically. Full information about hymns, authors, translators, and so forth.

Britt, M.—*Hymns of the Breviary and Missal*. An English translation according to Catholic thought of the hymns appearing in the breviary and missal. To be used in connection with the above.

Bute, Marquess of—*Translation of the Roman breviary*.

Miracles

Brewer, E. C.—*Dictionary of miracles*. Ecclesiastical symbols explained, dates of ecclesiastical customs, dogmas, and so forth. Short articles. Useful for various questions connected with medieval literature, belief, and legends. Not written from the Catholic point of view.

Denominations

U. S. Bureau of the Census.—*Religious bodies* (2 vols.) 1910. Statistics of Sunday schools, salaries paid to ministers, languages used in the conduct of services, and sketches of the missionary, educational, and philanthropic work of the various churches here and abroad. Very useful.

Separate Yearbooks

American Baptist yearbook.

Official yearbook of the Church of England.

Congregational yearbook.

Methodist yearbook.

Presbyterian yearbook.

Living Church annual (Episcopal).

American Jewish yearbook.

Official Catholic Directory, 1886.

300—Sociology

Bliss and Binder—*New Encyclopedia of social reform*, 1908. For the general reader and the student. It includes history, biography, and statistical material as well as argumentative articles both for and against reforms in political and social conditions. Most of the longer articles are signed. It has selected biographies.

Palgrave, Sir R. H. I.—*Dictionary of political economy* (3 volumes) 1908. Historical and theoretical articles on economic subjects including foreign as well as British phases. Arranged alphabetically. Not recently revised. The 1910 edition is a reprint of the 1896 edition.

Lalor, J. J., ed.—*Cyclopedia of political science, political economy, and of the political history of the U. S.* (3 volumes) 1884. This is not a recent work but it is useful for the long articles on political history. Some bibliographies included. Arranged alphabetically by broad subjects.

McLaughlin and Hart—*Cyclopedia of American government* (3 volumes) 1914. Articles on the theory and principles of government and constitutional law as well as actual forms of American government and politics, national, state, and local. Many small topics, explanations of such allusions as "Kitchen Cabinet," and so forth. Arranged alphabetically. In Vol. 3 there is an analytical index so that all matter is made available.

(To be Continued in April Issue)

NEW BOOKS REVIEWED

Loose-Leaf Direction Sheets for Use in the Physical Laboratory. By George M. Turner of Claremont College, Claremont, California, and C. Brooks Hersey, Masten Park High School, Buffalo, New York. Published by the L. E. Knott Apparatus Company, 79 Amherst St., Cambridge, Massachusetts.

To all who have the responsibility of making or conducting a course in laboratory Physics, we call attention to the system made possible by the Turner and Hersey Loose-leaf sheets.

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The method of treating each topic appears to be such as to arouse the pupil's interest and make him eager to perform the next experiment. Each topic is treated as a live subject closely allied to practical affairs.

A Laboratory Notebook in Biology. By Sister M. Dafrose, O.S.D., Ph.D., Sisters of St. Dominic, Brooklyn, N. Y. To which are added Biographical Notes on Catholic Biologists. Stiff paper covers, cloth back, 118 pages. Price, 66 cents net. Benziger Brothers, New York.

The wealth of indebtedness to Catholic scientists which is owed by students of biology is not generally understood, but the biographies appended to this excellently convenient Laboratory notebook make it clear. The biographies are grouped under their respective headings—Zoology, Physiology, Botany. The names go back to the great Albertus Magnus and come down to the present time, including that of the scientist who is universally accredited with having laid mankind under a heavier obligation of gratitude, perhaps, than any other student of nature who ever lived—Louis Pasteur.

Economic and Social History of the United States. By Isaac Lippincott, Ph.D., Professor of Economic Resources in Washington University, and H. R. Tucker, of the Department of Social Sciences, in Cleveland High School, St. Louis. Cloth, 635 pages. Price, D. Appleton and Company, New York.

As a history of the American people this volume supplies in compact form much of importance that more pretentious treatises on the subject have omitted or treated inadequately. The Preface observes: "If the economic interest has been emphasized, it is because it has supplied a dominant motive for action and has largely colored all our other activities." The book is intended for use in high

school courses in American history in which it is desired to stress economic and social aspects, yet the authors have kept in mind the fact that national life expresses itself in other than business ways.

New Laboratory Problems in Civic Biology. By George William Hunter, Ph.D., Professor of Biology, Knox College, Galesburg, Illinois; Formerly Head of the Department of Biology, DeWitt Clinton High School, City of New York; Author of "New Civic Biology," etc. Portfolio style; 282 loose-leaf sheets, with stiff cover; 4-page index. Price, American Book Company, New York.

Teachers will recognize this as an instructional apparatus calculated to arouse students to their best endeavors. The plan is well conceived to train them in systematic, careful work that will make a beneficial impression upon their habits and improve their performance of tasks outside of the field of their lessons, while at the same time enabling them to make substantial progress in civic biology. It is evidently the production of an experienced and successful teacher.

Current Catholic Verse. An Anthology. By David P. McAstocker, S.J., St. Leo's High School, Tacoma, Wash., and Edward H. Pfeiffer, Santa Clara University, Santa Clara, Calif. Cloth, 143 pages. Price, ... Scott, Foresman and Company, Chicago.

The introduction to this valuable addition to school and private libraries contains an interesting recital of methods pursued by its authors while engaged in the compilation of its contents. For rating, indebtedness is acknowledged to Edward S. O'Brien, whose practice with short stories is to assign to different compositions stars for their respective merits. In making selections for this anthology the authors marked with a single star every poem distinctive by reason of its substance or by reason of its form. Poems distinctive both in substance and in form received two stars, and three stars were accorded to such as possessed merits so resplendent as to assure them a position in literature. Only the one hundred best among the three-star poems are printed in full. Translations are listed in the back of the book, but have not been rated.

Essentials of American Government. By John Mabry Mathews, Ph.D., Professor of Political Science in the University of Illinois. Cloth, 419 pages. Price, \$1.60 net. Ginn and Company, Boston.

There are numerous school texts in civics, but examination of this addition to the list, which is intended for third or fourth-year classes in high schools, justifies its appearance. Its author has profited by critical inspection of the works of his predecessors, deriving useful suggestions as to what to omit as well as to what to include, and also as to the most desirable manner of presenting his subject effectively with reference to the purpose in view, which is to educate those who use it for active and in-

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Twentieth Century American Novels.

By William Lyon Phelps. Stiff paper covers, 28 pages. Price, 35 cents net. American Library Association, Chicago.

This is one of the pamphlets in the useful series entitled "Reading With a Purpose." At a time when most of what reaches the public under the name of literary criticism is merely part of the apparatus maintained by publishers for the purpose of promoting the sale of their wares, there is value for students in a survey, brief though it be, of current fiction, which represents the conclusions of a scholar who is not a pedant, and who for many years occupied a position in which it was his business to deal with the problem of "directing the awakening literary enthusiasm of undergraduates" as a teacher of English literature. Here is a sample of the bits of condensed wisdom with which Dr. Phelps illuminates his little essay: "I define an excellent novel in five words: a good story well told. Many of our so-called works of fiction are not stories at all, but treatises; Many stories are not good stories; and very few are well told." Dr. Phelps divides readers into two classes—those who read to remember and those who read to forget. He says the latter are the more numerous, making the market for fiction which magazines and popular story-tellers supply. He believes there is an excuse for the existence of "books that divert and beguile the mind" as well as for those that "stimulate, fortify and inspire it." While appreciative of what is worthy of respect in American fiction, he does not rate it as the greatest fiction in the world, and observes that "culture can neither be bought nor manufactured."

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Principles of Bookkeeping and Business. Advanced Course.

By Charles E. Bowman, B.B.A., Head of Department of Commercial Instruction, High School, Girard College; Director of Department of Methods for Commercial Teachers, Temple University; and Atlee L. Percy, A. B., M.B.A., C.P.A., Professor of Accounting, and Director of Courses for Commercial Teachers, College of Business Administration, Boston University. Frederick G. Nichols, Associate Professor of Education, Harvard University, General Editor. Cloth, 396 pages. Price, \$1.72 net. American Book Company, New York.

The purpose of this comprehensive treatise for the use of secondary schools is not only to exhibit the advanced principles of bookkeeping which are used by successful accountants, but also to reveal the uses which executives make of business records in directing the progress of large establishments devoted to manufacturing or commerce. The book will be recognized as a dignified and important addition to the list of works of its class, embodying excellencies which are distinctly its own.

Laboratory Manual in American History.

By Howard E. Wilson, A.M., Department of Social Science, University of Chicago High School. Stiff paper covers, 241 pages. Price, 96 cents net. American Book Company, New York.

Modern tendencies in history teaching have guided the author of this valuable addition to the equipment of classes in history. The material dealt with is social and economic as well as political and military. It is organized around ten main units and seventy-four sub-topics, with a guidance outline, reference readings, subjects for floor talks, summary questions, corollary problems and projects, blank spaces for the pupil's notes, etc. The Manual is intended for use with a basal high school text.

Teaching and Practice Exercises in Arithmetic.

By G. T. Buswell and Lenore John, Co-authors "Diagnostic Studies in Arithmetic." "Supplementary Educational Monograph No. 30, University of Chicago," and "Diagnostic Chart for Fundamental Processes in Arithmetic." Grade Three. Grade Four. Grade Five. Grade Six. Exercises for each grade bound separately in 72-page pad, with stiff-paper cover and cardboard back, and each accompanied by a chart with key to the answers, and with a Teacher's Class Record sheet. Price, Wheeler Publishing Company, Chicago.

The object of these exercises is to give pupils in arithmetic plenty of opportunity for practice and to drill them in correct ways of working, which will crystallize into habit. The exercises are not intended to supplant the text-book or the teacher, but to add to school efficiency. When a pupil has formed correct working habits and has by practice become proficient in the fundamental processes of arithmetic, he is upon the high road to creditable achievements in mathematics.



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George Rogers Clark, Pioneer Hero of the Old Northwest. By Ross F. Lockridge, Author of "How Government Functions in Indiana." Illustrated. Cloth, 210 pages. Price, \$1.20 net. World Book Company, Yonkers-on-Hudson, New York.

The story of George Rogers Clark, who won the West for the Americans at the time of the Revolutionary War, has been given little attention by writers until comparatively recent years. It is an epic of heroism and patriotism, full of inspiration for young Americans of today. Mr. Lockridge has drawn material from a wide variety of sources and composed a fascinating narrative, his illustratively seconding his efforts to make the picturesque past a vivid reality in the mind of the reader.

COMPENDIUM OF HIGH SCHOOL (ACADEMIC) RELIGION

(Continued from Page 472)

ment to the faithful, it seems certainly right to look at it, and Pius X, on May 18, 1907, granted an indulgence of seven years and seven quarantines to those who look upon the Sacred Host with faith, piety and love, either at the elevation in the Mass, or when exposed on the altar, saying at the same time, "My Lord and my God." This is a "toties quoties" indulgence, which means it may be gained as often as the ejaculation is repeated under the above conditions. (Raccolta.)

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St. Anthony and the Brothers Christopher

Every reader of The Lamp knows that the Franciscan Friars of the Atonement "Keep open house" for the "Knights of the Road," commonly called "tramps," but Graymoor's name for them is "Brothers Christopher," or "Christ Bearers," since Our Lord said: "Inasmuch as you did it to these the least of my BRETHREN, ye did it unto Me." In maintaining this Franciscan tradition, now seven hundred years old, the Graymoor Friars have found St. Anthony of Padua their powerful and unfailing support. It is none other than St. Anthony himself, who pays the bills contracted by the Atonement Fathers in dispensing Franciscan hospitality to these wayfaring men that without anything in their purse knock at our doors asking lodging and food and sometimes clothing and shoes in the Name of their great Elder Brother, Christ the King. How St. Anthony provides for so many guests is illustrated by the letter just received, addressed The Franciscan Friars of the Atonement—"Enclosed find donation to St. Anthony's Bread being his share as partner in our business. We are very pleased to be able to send this to you." A. M. H., Chicago, Ill. The Superior General, S. A. made reply as follows: "My dear Mr. H.: I am happy to acknowledge the receipt of your letter of February 13th, in which you sent St. Anthony's share in his capacity as partner in your business. May he prove a great Promoter. Last Sunday we fed 212 persons, one hundred of them being travelers of the road out of employment, who were entertained as St. Anthony's guests." St. Anthony is indeed a Wonder-Worker and under God we owe it to this Great Lover of the Poor that we are able to entertain so many guests without money and without price.

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Mrs. D. S., Los Angeles, Calif.: "Enclosed find money order. This is an offering for St. Anthony's Poor. I promised this offering if I obtained a position. Kindly publish my thanks."

A. P. M., Montreal, Que.: "Would you please publish my sincerest gratitude to St. Anthony for the recent granting of a temporal favor. This favor seemed almost an impossibility when I first invoked St. Anthony through your Perpetual Novena, but I must say, everything is possible with him. I am sending an offering for his Bread Fund which I promised when the Novena was made."

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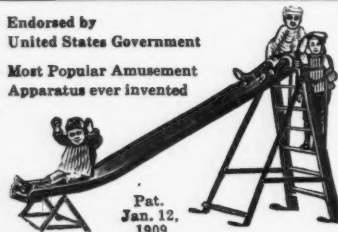
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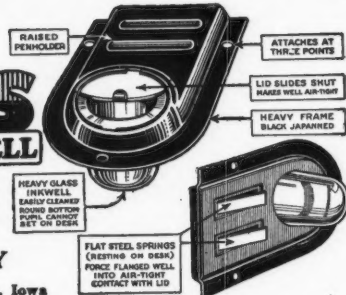
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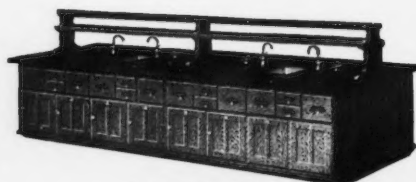
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